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ABSTRACT

A two-part survey was administered to students, faculty, student services staff, and administrators of Harrisburg Area Community College in order to assess the validity of student services. Part A of the survey asked the respondents to rate the importance, quality of service, and extent of use of five areas of student service: admissions, registration and records; guidance and counseling; job placement and financial assistance; student activities; and administrative services. Part B of the survey varied for each target group: students rated the competence of professional counselors, provided their perceptions of the "student counselor" role, and their preferences for centralized, divisional or decentralized student services; faculty and administrators assessed their abilities as academic or vocational advisors; and student services staff rated the importance of various types of counseling, the roles of student services administrators and staff, the importance of student services administrative functions, the amount of help needed by students for different types of problems, and the roles and relationships of professional and student counselors. The report presents the findings and compares them to those of a similar study conducted in 1972. Trends are noted and recommendations for improvement are made. The questionnaires are appended. (LH)

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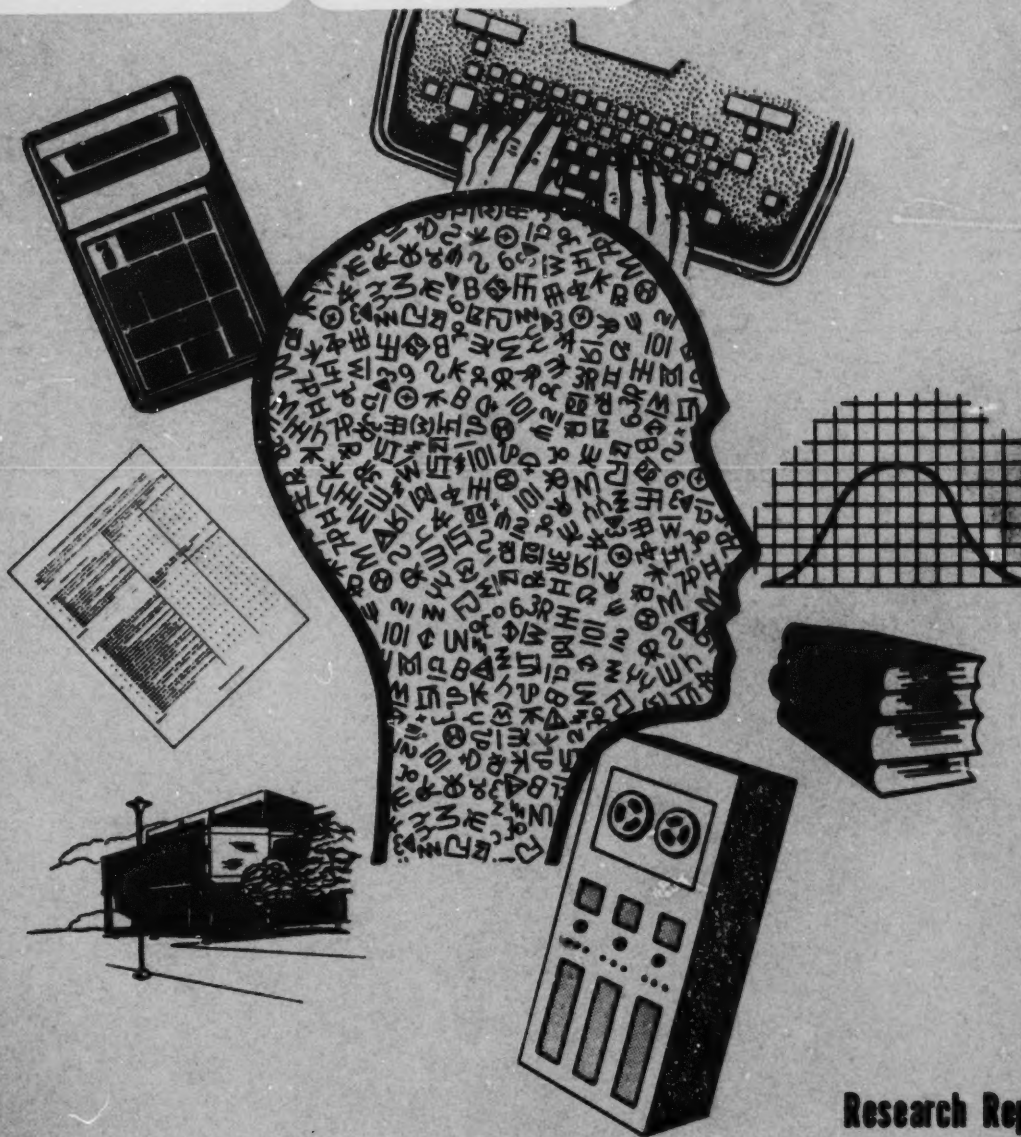
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STUDENT SERVICES: AN EVALUATION OVER TIME

1972-1976



Research Report 16

HARRISBURG AREA COMMUNITY COLLEGE
3300 Cameron Street Rd. · Harrisburg, Penna. 17110

JC 780 025

STUDENT SERVICES: AN EVALUATION OVER TIME 1972-1976

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INTRODUCTION

During the Spring of 1972 the Research Office, at the direction of the President of Harrisburg Area Community College, undertook an assessment of services to students at that institution. The results of this study were published as Student Services: An Evaluation (Selgas and Blocker, 1974). This publication will be referred to throughout this document as a basis for comparison.

The second evaluation of services to students was undertaken for essentially the same reasons as the first study--"As services grow and take a larger portion of an institution's resources, they do and probably should come under greater scrutiny" (1972, p. 1). Shortly after the earlier study, there was a drop and then a leveling of enrollments during a period of high inflation. The College recovered but is now faced with the prospect of a declining number of high school graduates in its service area (minus 12 percent from 1978 to 1985). So, again, a period of economic strain is apparent and continued scrutiny is justified.

In addition to being concerned about the optimal use of College resources, the institution was doing a self-study in preparation for an evaluation for re-accreditation by the Middle State Association of Colleges and Schools in the Spring of 1977. The Chairman of the Standing Committee on Student Services for the self-study requested a replication of the 1972 study as an aid in completing that committee's portion of the self-study.

The 1976 study was essentially a replication of the 1972 study. The sample of students in 1976 was different in that only current students were surveyed, not graduates or non-returning students. In 1976, the survey of students was done in the classroom as opposed to a mailed survey in 1972, thereby essentially eliminating any non-response bias. Some speculation could be made about absenteeism on a given day, but it was felt that this would not be too great a confounding variable.

All administrators, faculty, and student services staff were surveyed in both studies. The size of the population in 1976 was very close to that of 1972. The key difference was the lower response rate from faculty in 1976. This was partially due to an excessive number of surveys being conducted at the same time during the semester. Response rates from administrators and student services staff were essentially the same.

Regardless of the period, the same problem existed: how to evaluate the validity of student services. When so little hard research conclusively supports the effectiveness of counseling or psychotherapy, some might consider it a moot point as to whether counseling services are good or bad. However, student services is more than counseling as will be demonstrated in the text of this study. The difficulty in evaluating student services is that there are no firm criteria for evaluating any one service or all of them.

The only data one has to rely on in many cases are opinions from the various groups on campus or "authorities" in the literature who express subjective values rather than substantive facts. The author assumed that there would at least be some face validity if a matrix of opinions were assembled to see what was agreed upon, assuming some validity where agreement existed. The basic procedure of this study was to investigate the perceptions held by identifiable groups at H.A.C.C. of the various student service functions on the criteria of importance, quality of service, and extent of use. The matrix had three vectors, which are as follows:

1. Groups: Administration/Faculty/Student Services Personnel/
Current Students/(Graduates/Non-Returning Students
in the 1972 study)/Student Counselors
2. Functions: Essential student personnel functions as expressed
in Junior College Student Personnel Programs:
Appraisal and Development (McConnell, 1965).
3. Criteria: Importance/Quality/Use

One may wonder why a tally of "use" was obtained. The fact is that, with the exception of some administrative data, there is little or no record of services rendered and, therefore, little or no direct accountability. This does not imply that poor work is done, but simply means that there is little hard data on the use or effectiveness of student service functions, save the number of scholarships, loans, and admissions. Graduation cannot automatically mean good service, because many students may never have availed themselves of many of the student services.

It should be noted that the administration and staff had kept abreast of the recommendations in the literature with reference to student services. In 1970 Harrisburg Area Community College hosted a Case Study for the Middle States Association of Colleges and Secondary Schools and prepared several monographs on "how a new college has adapted its program

to serve students." One of the monographs, Meeting the Changing Needs of Students: A Creative Approach to College Counseling (Gruber et al, 1970), is a subjective review and evaluation of the student services at that time and generally meets the criteria of the best-developed national standards presented in Junior College Student Personnel Programs: Appraisal and Development (McConnell, 1975). Student Services: An Evaluation (1974) also was made available to the College community.

The charts on the following pages demonstrate the structure of student services as well as the attention to detail at the time of the 1972 and 1976 surveys.

Note that student counselors are students specially selected and trained to carry on peer-group counseling and to act as a referral to specialists. These concepts have evolved further. The reader is referred to "The Student Personnel Program" (Richardson, Blocker & Bender, 1972, Ch. 9).

Just prior to the 1972 survey, Drs. Dale Tillery and Charles Collins of the University of California at Berkley reviewed the College's operation on a number of criteria and were especially impressed with the operation of the student services at H.A.C.C. (Collins, 1967). The breadth of services have been as complete as in any institution of higher education where students are exclusively commuters.

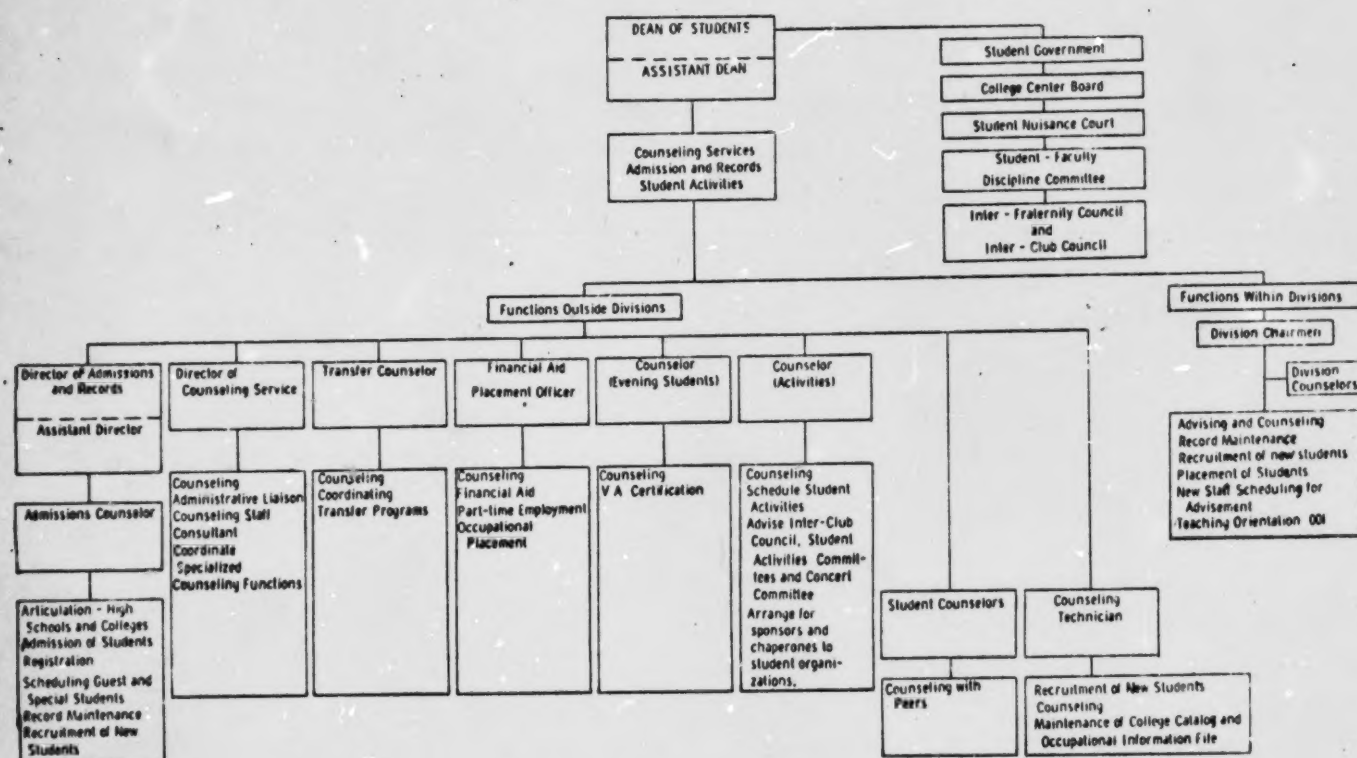
PROCEDURES

The survey instrument in the Spring of 1976 was identical to the one used in 1972 with some minor changes to reflect title and structural changes at the College. The instrument was an adaption of one developed by Dr. Donald Mortvedt (1972). His instrument, in turn, is one of many modifications of instruments based on Guidelines for Research: Appraisal of Junior College Student Personnel Programs (Raines, 1964).

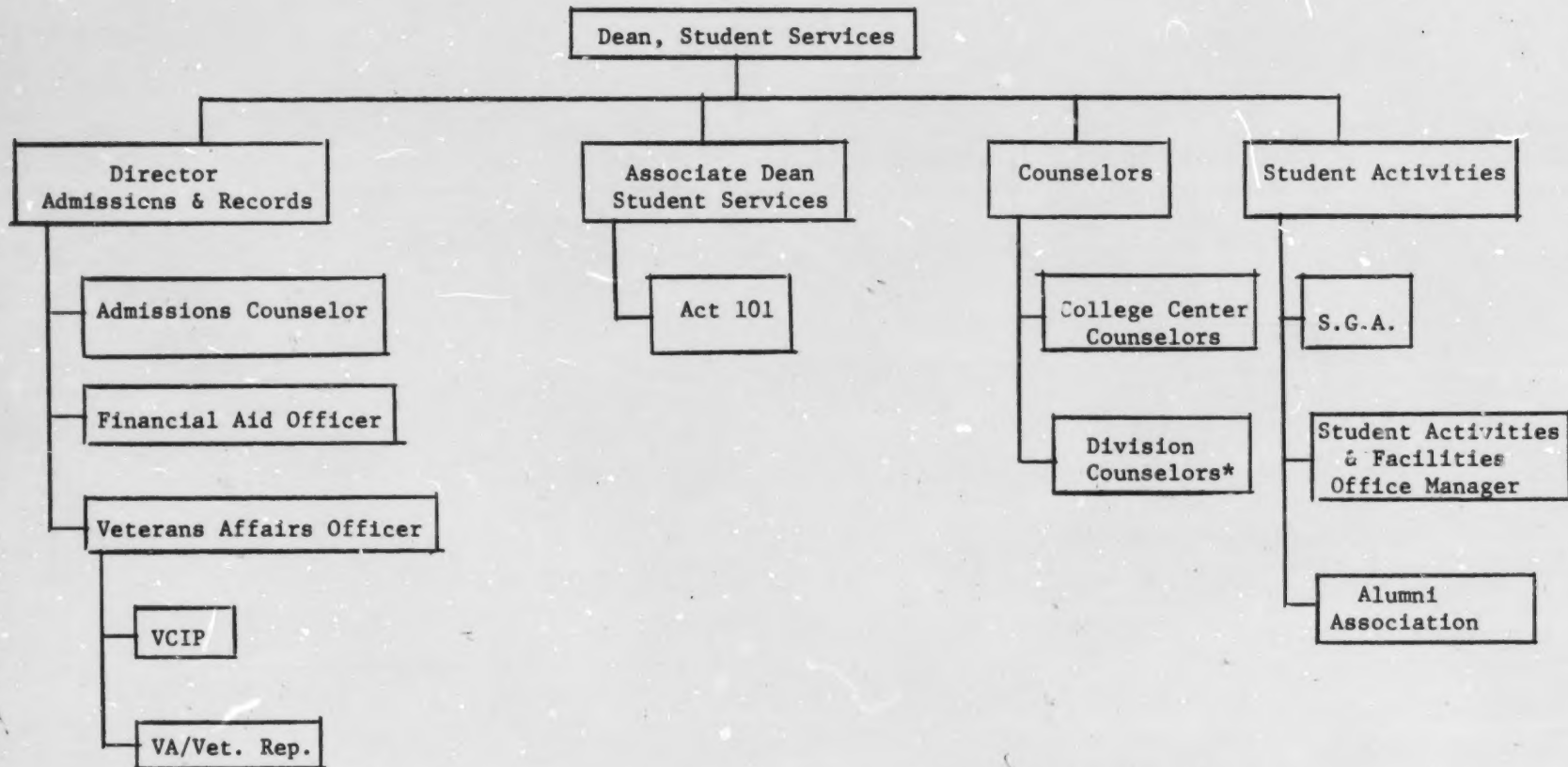
Faculty, administrators, and student services staff were surveyed on campus. Students were surveyed in randomly-selected classrooms. The following display shows the response rate:

<u>Group</u>	<u>Population Surveyed</u>	<u>Number of Respondents</u>	<u>Response Rate</u>
Current students	300	300	n/a
Stu. counselors	7	7	100.0
Administrators	17	14	82.4
Faculty (full-time)	123	95	77.2
Student Svcs. staff	23	20	87.0

Student Services Detail 1971-72



Student Services Detail
1975-76



* Dean shares administration of Division Counselors with Division Chairpersons.

The survey instruments are contained in the Appendix. The instrument had two sections. Section A was adapted from Dr. Mortvedt's instrument and was identical for each group with the exception that "use" was not included on staff surveys. Section B varied considerably by group and included questions which were directed at the structuring of services at H.A.C.C.

Enough class sections were randomly sampled to have at least 300 responses from students after considering changes in class rosters and absenteeism. There were no reports of students refusing to take the survey.

The high response rate of student counselors in 1976 should not be over-emphasized. Responses from this area must be viewed carefully because of the small base number.

Professional staff responses still were relatively good in comparison to other survey experiences. It was apparent that many people had opinions about student services and were eager to express them, as was the case in 1972.

ANALYSIS OF SURVEY RESULTS

In this section, data are analyzed as efficiently as possible by using percentages as a common transformation to make comparisons easier. The reader should always note the number of respondents on which the percentage was based. The percentages used in tables are based on the number of respondents who answered a question and do not take into consideration the number of blank responses.

The data presented in the text are comparative data for 1972 and 1976. Shifts of ten percent or more are indicated by a plus or minus sign to show direction of the shift. The basic data upon which the tables are based for the 1976 survey are contained in the Appendix of this publication. The basic data for the 1972 survey are contained in the Appendix of the earlier publication.

Section A

Questions in this section were used to evaluate the student services programs on the categories established in Junior College Student Personnel Programs: Appraisal and Development (McConnell, 1965). Each respondent

rated each category on its importance and the College's performance (quality). A five-point rating scale was used. Importance ranged from Very (5) to Not at All (1). Performance ranged from Excellent (5) to Poor (1). The number of 5 and 4 ratings were combined and presented as a percentage for a given group. Tables showing these combined percentages for 1972 and 1976 follow each section.

The reader should keep in mind that the percent of positive responses does not mean all of the remaining responses were negative. Typically, most of the non-positive responses were neutral (rating of 3).

Students also were asked if they had used the service. The percentages of "yes" responses for 1972 and 1976 are presented in Table 6.

Admissions, Registration and Records (Table 1)

Professional staff and students continued to agree on the importance of providing information to prospective students. Current students, administrators, and faculty gave a moderately positive assessment of performance, as was given in 1972. Student services staff and student counselors viewed performance in this area as very good in 1976, which was more positive than in 1972.

The appraisal of previous educational records was considered important by both staff and students as in 1972. Students, administrators and faculty had been critical of performance in this area, and both students and administrators were more critical in 1976. However, student services staff members continued to view performance positively.

Registration was considered even more important in 1976 than in 1972 by administrators and faculty, but less so by student services staff. In 1976, administrators were much more critical of performance in this area, while student services staff were more positive about performance. Students continued to be positive about performance.

Clarity of academic regulations was still considered to be very important by all groups. In 1972, the evaluation of performance was positive by students and student services staff, while faculty and administrators were critical. By 1976, faculty were more positive, but the evaluation by student services staff became much more critical.

Maintenance of student records continued to be viewed as important by all groups. In 1976, performance in this area was not viewed as positively by students as in 1972. Administrators continued to give a moderately positive rating while faculty opinion was positive. The

TABLE 1
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE
ADMISSIONS, REGISTRATION & RECORDS

	Students				Student Counselors			
	Impt		Perf		Impt		Perf	
	1972	1976	1972	1976	1972	1976	1972	1976
Providing information	95.6	92.1	65.9	61.9	100.0	100.0	55.5	100.0+
Appraising previous record	76.4	68.3	53.4	36.6-	100.0	100.0	37.5	28.6
Registration	88.7	84.1	70.5	67.4	88.9	100.0+	77.8	57.2-
Clarity of academic regulations	88.3	78.5	73.2	66.8	100.0	100.0	77.7	57.2-
Maintaining records	75.2	69.6	64.2	51.6-	100.0	83.3-	62.5	50.0-

	Administrators				Faculty				Student Services staff			
	Impt		Perf		Impt		Perf		Impt		Perf	
	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976
Providing information	100.0	92.3	44.4	46.2	94.3	98.9	51.1	57.2	95.0	100.0	60.0	85.0+
Appraising previous record	83.3	92.3	44.4	28.6-	82.9	87.8	28.1	34.5	85.0	84.3	65.0	70.0
Registration	75.0	100.0+	72.8	35.7-	72.3	87.1+	62.0	55.0	95.0	84.2-	75.0	85.0+
Clarity of academic regulations	75.0	100.0+	30.0	35.7	87.6	83.7	40.6	52.8+	90.0	84.2	75.0	45.0-
Maintaining records	75.0	100.0+	55.5	50.0	72.6	88.7+	54.7	64.3	84.2	88.9	52.6	73.6+

student services staff, however, perceived performance in this area much more positively in 1976 than in the previous study, and more so than any other group.

Guidance and Counseling (Table 2)

The interpretation of standardized test scores of incoming students was considered moderately important by students and student services staff. Faculty and administrators saw this function as more important than the latter two groups. Perceived performance in this area was seen as relatively poor by students, administrators and faculty. Student services staff were moderately positive.

Providing faculty advisors was considered to be very important by all groups. Performance was seen as moderately good by students, faculty, and student services staff, while administrators were very critical.

The actual scheduling of advisees into classes, a key function of advisors, was rated as important by students and very important by professional staff. The evaluations of performance were moderately positive with the exception of administrators, who were critical, and the student services staff, who perceived the scheduling of advisees as very good.

Providing professional counselors for social and personal concerns was considered important by students and administrators and very important by faculty and student services staff. Students, administrators and faculty were moderately positive about the performance. Student services staff and student counselors were very positive.

Providing information about career opportunities was considered important to students and very important to all other groups. Performance in this area still was perceived as moderately positive by all groups except administrators, who were critical.

An orientation program for new students was rated important by all groups, with the exception of student counselors, who thought it was very important. Performance in providing such programs was rated positive only by the student counselors. Students and student services staff give moderately positive ratings, and faculty and administrators were relatively critical of performance.

TABLE 2
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE
GUIDANCE AND COUNSELING

	Students				Student Counselors			
	Impt		Perf		Impt		Perf	
	1972	1976	1972	1976	1972	1976	1972	1976
Interpreting standardized tests	68.4	59.9	52.1	39.4-	37.5	71.4+	57.2	50.0
Providing faculty advisors	93.7	89.4	65.9	61.1	100.0	100.0	66.6	71.5
Scheduling advisees	84.8	75.5	58.9	53.7	88.9	100.0+	66.7	42.9-
Providing professional counselors	77.0	72.3	51.1	50.2	100.0	100.0	88.9	85.7
Providing career-opportunity information	92.4	66.7-	57.6	56.8	100.0	100.0	44.4	47.2
Providing orientation program	72.1	61.5-	64.3	54.4	77.7	100.0+	77.8	85.8
Providing self-development experiences	72.7	69.4	37.3	32.2	87.5	100.0+	37.5	42.9
Providing transfer information	95.8	85.9	54.8	52.7	100.0	100.0	77.8	71.4
Providing career information	85.5	85.5	43.4	49.7	100.0	100.0	37.5	57.2+
Providing tests to identify deficiencies	75.2	65.9	46.8	35.1-	87.5	85.7	62.5	66.7
Providing program to upgrade basic skills	84.6	76.0	67.7	49.3-	87.5	100.0+	87.5	85.8

10.

TABLE 2 (cont.)
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE
GUIDANCE AND COUNSELING

	Administrators				Faculty				Student Services staff			
	Impt		Perf		Impt		Perf		Impt		Perf	
	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976
Interpreting standardized tests	81.8	83.3	25.0	36.4+	77.6	82.0	32.9	30.1	65.0	57.9	40.0	52.6+
Providing faculty advisors	83.3	83.4	30.0	7.7-	91.4	97.7	54.8	55.7	95.0	88.9	40.0	42.2
Scheduling advisees	83.3	84.6	40.0	23.1-	89.7	95.3	40.7	46.5	85.0	89.5	60.0	85.0+
Providing professional counselors	75.0	69.2	60.0	61.6	76.4	81.8	64.6	68.6	95.0	88.8	80.0	39.5
Providing career-opportunity information	83.0	92.3	33.3	16.7-	90.4	85.9	52.1	54.9	100.0	94.7	21.1	45.0+
Providing orientation program	66.7	69.3	60.0	30.8-	71.7	64.2	42.4	33.3	65.0	63.2	42.1	50.0
Providing self-development experiences	75.0	92.4+	44.4	23.1-	76.2	81.5	23.4	31.2	80.0	68.4-	36.9	40.0
Providing transfer information	75.0	69.3	55.5	42.8-	92.2	93.2	57.9	57.9	90.0	94.7	73.7	95.0+
Providing career information	91.6	77.0-	30.0	21.4	90.0	89.0	30.6	47.4+	95.0	77.7-	15.8	45.3+
Providing tests to identify deficiencies	70.0	78.6	37.5	30.8	85.3	92.6	46.0	30.5-	80.0	76.5	31.6	29.4
Providing program to upgrade basic skills	91.6	85.7	60.0	7.1-	91.2	88.4	48.4	43.0	85.0	89.5	63.1	21.1-

11.

Provision for opportunities to learn about the College, study skills, career opportunities, and self-development was rated as important by students and student services staff, and very important by administrators and faculty. Performance in this area was evaluated as relatively poor.

Having adequate information to aid in transfer to other institutions was rated as important by administrators and very important by other groups. In rating performance, students, administrators, and faculty were moderately positive. Administrators did become less positive of performance in 1976. Student services staff were very positive about performance with respect to this service.

Providing career information also was considered important by administrators and student services staff and was very important to students and faculty. Performance in this area was perceived as moderately positive by each group except administrators, who were critical.

The availability of testing to identify weaknesses in academic skills was considered important to students, administrators, and student service staff. It was very important to faculty. Performance continued to be rated as moderately positive by all groups, except administrators, who were critical. Ratings by students and faculty declined from 1972 to 1976.

Providing a program for students with deficiencies in basic skills was perceived as important by students and very important by professional staff. Performance in this area was rated moderately positive by students and faculty, but it was rated poor by administrators and student services staff. Assessment of performance declined considerably from 1972 to 1976.

Job Placement and Financial Assistance (Table 3)

Providing financial assistance with scholarships, loans, part-time jobs and other financial aid was considered very important by all groups. Performance in this area was perceived as good by students and faculty, and was rated very good by administrators and student services staff.

Arranging opportunities for students to work on a part-time basis in jobs directly related to career objectives was rated as important by faculty and student services staff and very important by students and administrators. Performance in this area was perceived as moderately good by students and student services staff. Faculty and administrators rated performance poorly.

TABLE 3
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE
JOB PLACEMENT AND FINANCIAL ASSISTANCE

	Students				Student Counselors			
	Impt		Perf		Impt		Perf	
	1972	1976	1972	1976	1972	1976	1972	1976
Providing financial assistance	90.2	91.9	67.4	76.0	100.0	100.0	87.5	100.0+
Arranging career-related part-time jobs	90.4	86.5	54.6	54.4	100.0	85.7-	57.2	14.3-
Providing veterans and social security information	84.8	78.9	79.0	71.1	88.9	100.0+	100.0	83.3-
Job placement for career graduates	93.1	87.2	61.7	50.5-	100.0	100.0	66.7	20.0-

	Administrators				Faculty				Student Services staff			
	Impt		Perf		Impt		Perf		Impt		Perf	
	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976
Providing financial assistance	100.0	84.6-	70.0	84.6+	91.1	91.1	61.3	64.5	95.0	89.5	75.0	80.0
Arranging career-related part-time jobs	66.6	92.3+	44.4	28.6-	89.5	73.4-	41.9	37.9	7	61.1-	15.8	42.1+
Providing veterans and social security information	72.8	72.7	88.9	90.9	90.2	87.7	82.7	85.5	70.0	100.0+	65.0	100.0+
Job placement for career graduates	83.4	83.3	20.0	24.0	95.7	89.5	40.7	46.5	85.0	88.9	16.7	31.6+

Providing veterans and social security information was considered important by students and administrators and very important by faculty and student services staff. Performance in this area was rated positively by students and very positively by professional staff.

Job placement for career students was considered very important by all groups. Students and faculty viewed performances as moderately positive while administrators and student services staff were critical.

Student Activities (Table 4)

Establishing clubs and activities which help students to develop interests and meet other students was rated moderately important by students and faculty. The function generally was not as important to student services staff and administrators. Performance in this area in both surveys was perceived as moderately good by students and faculty. Administrators and student services staff were relatively critical.

Student self-government opportunities were rated important by students, administrators, and faculty. Student services staff found this item of moderate importance. Performance in this area was rated positive by all groups.

Helping students to develop and enforce a code of conduct was considered of moderate importance by students and of little importance to student services staff. Administrators and faculty still saw this as an item of importance. Performance in this area was rated moderately positive by students, administrators and faculty. Student services staff gave a low rating to performance.

Opportunities for students to become involved in current community problems was considered important by all groups except student services staff, who rated the item moderately important. Perceived performance was moderately positive for students but poor by professional staff.

Providing social activities was considered of moderate importance to students, faculty, and student services staff, with an even lower rating by administrators. Performance in this area was rated as relatively poor by administrators, faculty and student services staff. Students gave a moderately positive rating.

Providing opportunities and facilities for intramural sports was rated more important by faculty and student services staff than by other groups. Perceived importance of students and administrators was moderate.

TABLE 4
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE
STUDENT ACTIVITIES

	Students				Student Counselors			
	Impt		Perf		Impt		Perf	
	1972	1976	1972	1976	1972	1976	1972	1976
Providing clubs and activities	70.5	60.5-	64.8	57.0	66.6	85.8+	77.8	100.0+
Providing self-government opportunities	73.1	60.1-	71.1	63.6	77.7	85.7	77.8	42.9-
Helping develop student code of conduct	72.8	47.5-	58.3	45.3-	66.6	71.5	33.3	42.9
Providing current issue and community involvement opportunities	85.5	67.5-	57.6	43.5-	88.9	85.7	77.8	28.6-
Providing social activities	61.7	58.1	57.1	49.5	88.9	85.7	55.5	57.2
Providing intramural sports	62.6	57.7	61.4	44.3-	77.8	71.4	77.8	71.5
Providing opportunities for student expression	79.0	59.7-	56.2	46.4	100.0	100.0	77.8	85.7
Providing leadership training opportunities	74.8	56.9-	38.6	34.0	87.5	85.7	71.5	42.9-

TABLE 4 (cont.)
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE
STUDENT ACTIVITIES

	Administrators				Faculty				Student Services staff			
	Impt		Perf		Impt		Perf		Impt		Perf	
	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976
Providing clubs and activities	41.7	30.8-	60.0	35.7-	57.6	63.2	56.8	63.2	55.0	44.5	60.0	36.9-
Providing self-government opportunities	58.3	58.3	100.0	64.3-	71.5	71.3	75.9	78.2	70.0	55.5-	70.0	68.4
Helping develop student code of conduct	75.0	61.6-	40.0	42.9	76.0	72.3	46.9	48.1	70.0	35.3-	52.6	33.4-
Providing current issue and community involvement opportunities	75.0	69.3	63.6	21.4-	78.6	68.9	37.9	29.1	80.0	56.3-	25.0	11.8-
Providing social activities	25.0	30.8	50.0	14.3-	51.9	51.1	41.9	40.0	50.0	50.0	41.9	26.3-
Providing intramural sports	33.0	53.9+	90.0	42.9-	60.7	65.1	69.0	63.4	80.0	61.2-	80.0	42.1-
Providing opportunities for student expression	58.4	76.9+	54.6	42.9-	72.5	63.1	39.4	49.4+	75.0	76.4	42.1	61.1+
Providing leadership training opportunities	66.7	69.3	50.0	21.4-	70.4	59.0-	29.2	27.4	70.0	55.6-	55.0	42.1-

Perceived performance did, however, decline among students, administrators, and student services staff. Faculty continued to give a good rating.

Providing opportunities for student expression through various media was considered more important by the professional staff than by students. There was a relative decline in the perceived importance by students; while, on the other hand, there was an increased perception of importance by administrators. Performance in this area continued to be evaluated moderately good by students, administrators, and faculty. Student services staff were more positive.

Provision for training opportunities in student leadership was considered moderately important by all groups in 1976, while having declined in importance for students, faculty, and student services staff. Performance in this area continued to be rated poor by students, administrators, and faculty. Student services staff barely gave a moderately positive rating.

Administrative Services (Table 5)

Requiring a physical exam was considered moderately important by students, administrators, and faculty. Student services staff saw it of less importance. Performance was positive in the eyes of all groups except administrators.

Assistance in locating living accommodations was considered important by students and was of moderate importance to administrators and faculty. Student services staff saw it of little importance. Performance in this area continued to be rated relatively poor.

Maintaining contact with alumni was perceived as moderately important by students. Professional staff, on the other hand, considered this important. Performance in this area was generally rated poor.

Providing food services was considered very important by students and faculty. Administrators and student services staff give it a lesser rating of important. Performance in this area was considered moderately good by the standards of students, administrators and student services staff. Faculty were more critical.

The bookstore was considered important by student services staff and very important by all other groups. Performance continued to be perceived as good in the eyes of students and administrators, while faculty and student services staff rated it moderately good.

Maintaining security on campus was considered very important by all groups, except student services staff, who rated it important. Students

TABLE 5
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE
ADMINISTRATIVE SERVICES

	Students				Student Counselors			
	Impt		Perf		Impt		Perf	
	1972	1976	1972	1976	1972	1976	1972	1976
Requiring physical examination	87.4	60.0-	70.7	70.6	44.4	85.7+	88.9	100.0+
Assistance in locating living accommodations	79.8	66.5-	36.1	27.8	66.6	85.8+	33.3	28.6
Maintaining alumni contact	61.9	48.4-	50.1	39.8-	50.0	80.0+	50.0	20.0-
Providing food services	83.8	81.4	49.2	57.8	100.0	100.0	55.5	28.6-
Providing bookstore	93.3	91.9	79.6	74.9	100.0	100.0	88.9	85.7
Maintaining campus security	87.0	81.3	75.0	67.0	88.9	100.0+	100.0	71.4-
Enforcing traffic and parking regulations	64.8	63.0	67.5	67.0	77.7	57.1-	88.9	57.2-
Maintaining liaison with high schools and colleges	95.4	88.2	64.6	56.8	100.0	100.0	77.8	71.4

TABLE 5 (cont.)
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE
ADMINISTRATIVE SERVICES

	Administrators				Faculty				Student Services staff			
	Impt		Perf		Impt		Perf		Impt		Perf	
	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976
Requiring physical examination	41.6	61.5+	44.4	41.6	68.5	62.2	73.5	68.4	75.0	52.7-	80.0	70.0-
Assistance in locating living accommodations	16.6	46.2+	0	38.5+	52.3	44.6	16.6	15.6	36.9	22.2-	5.3	15.8+
Maintaining alumni contact	58.4	63.7	20.0	27.3	64.4	75.7+	16.9	22.8	68.5	62.5	16.7	29.4+
Providing food services	75.0	76.9	25.0	42.9+	71.3	80.0	22.8	34.9+	75.0	61.1-	25.0	50.0+
Providing bookstore	91.6	92.3	58.4	64.3	92.4	94.5	40.4	42.7	80.0	70.6	50.0	44.4
Maintaining campus security	83.3	100.0+	75.0	57.2-	85.8	90.9	78.1	62.5-	80.0	68.4-	75.0	50.0-
Enforcing traffic and parking regulations	72.8	78.6	72.8	64.3	65.7	59.8	80.7	66.6-	63.1	57.9	78.9	75.0
Maintaining liaison with high schools and colleges	81.8	92.9+	44.4	50.0	90.6	88.9	37.2	37.9	94.4	89.5	61.1	75.0+

and faculty were positive about campus security, while administrators and student services staff became considerably more critical of the performance of this function.

Enforcement of traffic and parking regulations was considered important by all groups. Performance was rated as good by all groups.

Maintaining a liaison with high schools and colleges was considered very important by all groups. Students and administrators were moderately positive, and faculty were critical. Student services staff members perceived performance in this area as being good, especially when compared to the 1972 rating.

Use of Student Services (Table 6)

Student groups were also asked if they had actually used each respective service. The number of combinations prohibits an item-by-item analysis, although the shifts in this data reflect in part the interests of a changing student population. None of the shifts in this data were unreasonable. One must remember that a service may be rendered by any one of a number of staff members (such as faculty advisors) not necessarily at a formal office for such a purpose.

Section B

Section B of the survey was adapted to the student and staff groups. Current students and student counselors received an instrument with questions relating to competency of professional staff and the organizational structure of student services, as well as questions dealing with psychological services and the student counselor function.

Faculty and administrators received a form directed toward them, while student services staff received another version of Section B to obtain even more information, especially subjective comments about administrative positions and roles. The objective information is included in this report. The subjective data was often of a personal nature and is not included.

Psychological Services

A key question was whether or not the College should have a full-time psychologist (Table 7). While there was a drop in the proportion

TABLE 6
COMPARISON, 1972 to 1976
PERCENT OF RESPONDENTS WHO HAVE USED H.A.C.C. SERVICES

	Students		Student Counselors	
	1972	1976	1972	1976
<u>Admissions, Registration & Records</u>				
Admissions information	85.9	89.1	88.9	100.0+
Appraisal of previous record	60.0	49.8-	55.6	42.9-
Registration	94.3	94.1	100.0	100.0
Academic regulations	89.7	82.0	88.9	85.7
Academic records	70.7	55.1-	66.7	50.0-
<u>Guidance & Counseling</u>				
Standardized tests	42.4	32.6	75.0	42.9-
Faculty advisors	79.7	72.2	77.8	100.0+
Scheduling classes	57.3	52.2	77.8	100.0+
Professional counselors	27.9	32.6	88.9	85.7
Career-opportunity information	45.5	52.1	100.0	71.4-
New student orientation	65.1	43.6-	88.9	85.7
Self-development experiences	31.1	33.5	75.0	71.4
Transfer information	44.0	42.9	66.7	71.4
Career information	23.7	46.8+	22.2	57.1+
Basic skills tests	33.6	18.6-	33.3	14.3-
Upgrading basic skills	24.8	21.2	50.0	28.6-
<u>Job Placement & Financial Aid</u>				
Financial aid	18.7	36.8+	55.6	85.7+
Part-time job	10.6	16.7	22.2	57.1+
Veterans & social security benefits	19.4	15.6	66.7	42.9-
Job placement--career graduates	3.3	10.4	22.2	0-
<u>Student Activities</u>				
Clubs and activities	32.3	29.7	88.9	85.7
Student government	24.6	16.5	88.9	57.1-
Student code of conduct	17.1	16.5	66.7	71.4
Issues & community participation	41.8	23.8-	87.5	57.1-
Social activities	35.2	28.9	100.0	100.0
Intramural sports	23.1	17.7	87.5	42.9-
Student expression	20.2	19.8	75.0	71.4
Leadership training	7.7	12.3	44.4	28.6-
<u>Administrative Services</u>				
Physical examination	75.4	78.0	100.0	85.7-
Off-campus housing	8.8	10.6	22.2	14.3
Alumni contact	9.8	10.6	11.1	0-
Food services	75.4	75.3	100.0	85.7-
Bookstore	92.4	96.0	100.0	85.7-
Campus security	77.1	74.6	88.9	85.7
Traffic and parking	82.0	81.4	100.0	71.4-
Contact with high schools & colleges	52.6	54.4	50.0	71.4+

TABLE 7
COMPARISON, 1972 to 1976
PERCENT FEELING A NEED FOR A FULL-TIME
PSYCHOLOGIST

	Yes	
	<u>1972</u>	<u>1976</u>
Students	75.6	65.8
Student Counselors	33.3	71.4+
Administrators	50.0	41.7
Faculty	68.3	60.5
Student Svcs. staff	58.8	22.2-

of students seeing the need for a full-time psychologist, two out of three students still recognized such a need, as did student counselors. The three professional staff groups continued to see some need, although this declined among each group, with an especially large drop in perceived need by student services staff. A majority of faculty still felt the need for a full-time counseling or clinical psychologist. A general comment from the earlier study may still be valid: several individuals felt a student would be more apt to get the attention he or she needed if psychological services were available on campus. The other side of this argument is providing a viable referral service.

The responses suggest that the question of having a full-time psychologist was not whether such services were needed, but what agency would provide them. Should psychological services be provided through the College, thereby being indirectly funded by students and school districts? Or, should they be provided through the mental health and mental retardation centers and, thereby, be funded through government agencies?

Still another factor is the delivery of service. Would all truly deserving students be referred and actually make contact with an agency outside the College, or is the likelihood of contact far greater with the College psychologist available right on campus? The decision is ultimately a budgetary one during a period of stabilizing, if not declining, enrollments and inflation.

Student Counselors

At the time of this study, students were being hired to act as counselors to their peers. There were many opinions as to their effectiveness and what areas they should engage in. A few of these points were brought out in the 1972 study. Several questions attempted to organize these opinions.

The responses demonstrated that essentially the same percentage of students, six out of ten, were aware that student counselors existed (Table 8). Despite the knowledge of the existence of student counselors, the most considerable disparity occurred between what the student counselors believed they could handle and what the students felt they were capable of handling (Table 9).

TABLE 8
COMPARISON, 1972 to 1976
AWARENESS OF STUDENT COUNSELORS

	Yes	
	<u>1972</u>	<u>1976</u>
Students	59.1	65.9

TABLE 9
COMPARISON, 1972 to 1976
RATING OF CONCERNS TO BE HANDLED BY STUDENT COUNSELORS

	Students		Student Counselors	
	<u>1972</u>	<u>1976</u>	<u>1972</u>	<u>1976</u>
Drugs	45.8	36.9	77.8	100.0+
Pregnancy-Abortion	33.6	27.8	77.8	100.0+
Understanding College rules	84.1	79.7	88.9	100.0+
Learning how to study	72.2	75.4	66.7	66.7
Family problems	24.2	31.3	66.7	100.0+
Information about two-year programs	78.0	31.3-	77.8	100.0+
Health problems	36.1	29.7	75.0	66.7
Male-female relationships	36.1	26.2	77.8	100.0+
Understanding strengths and weaknesses	56.6	56.5	66.7	100.0+

Student counselors in 1976 were even more positive about the types of concerns they could handle, while students were less positive in some cases. Students felt that student counselors could help their peers (1) understand College rules, (2) learn how to study, and (3) with understanding strengths and weaknesses. Other types of problems still were not considered open to student counselors by most of the students.

Students were asked to rate student counselors on helpfulness if they had had contact (Table 10). There was a decided shift in the perceived helpfulness of student counselors over the past four years. The 1976 responses indicated a definite drop in the percent of students rating the student counselors positively. Students also were asked to give their general opinion of the student counselor concept. Two in five continued to rate the concept positively, while one out of five continued to rate it negatively.

Student services staff were asked to evaluate student counselor functions on three criteria: (a) the amount of help generally needed by students, (b) the amount of help student counselors could be expected to give, and (c) the amount of help given by student counselors during the 1975-76 academic year (Table 11). The three-point scale included categories of "much help," "some help," and "none." The results reveal that there were differences between what was needed by students, what help student counselors could be expected to give, and what was actually given in the eyes of student services staff members.

The relative ratings of student services staff members in terms of need generally declined. For example, "much" help was seen to be needed in 1972 in the area of understanding College rules. The shift in 1976 was toward only "some" help being needed. The exception to this trend was understanding strengths and weaknesses, which was the major area in which student services staff saw students needing "much" help. The expectations of student services staff of student counselors shifted from "much" to "some" in most areas, again with the exception of understanding strengths and weaknesses of their peers. Student services staff members did not see the student counselors providing much help in any area with the exception of understanding College rules and information on tutorial services. They did perceive them as giving some help in most of the other areas listed.

TABLE 10
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF HELPFULNESS OF AND
GENERAL OPINION ABOUT STUDENT COUNSELORS

	Helpfulness				Opinion			
	Very Helpful		Not Helpful		Excellent		Poor	
	1972	1976	1972	1976	1972	1976	1972	1976
Students	59.9	49.0-	13.4	34.0+	46.0	41.1	14.3	21.2

TABLE 11
COMPARISON, 1972 to 1976
RATINGS OF STUDENT COUNSELOR FUNCTION BY STUDENT SERVICES STAFF

	Needed by Students				Expected from Student Counselors				Given by Student Counselors			
	Much		Some		Much		Some		Much		Some	
	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976
Drugs	11.1	6.3	77.8	87.5-	22.2	13.3	61.1	73.3+	0	0	73.3	69.2
Pregnancy-Abortion	27.8	6.3-	61.1	75.0+	27.8	13.3-	61.1	80.0+	12.5	0-	68.8	69.2
Understanding College rules	61.1	37.5-	38.9	56.3+	50.0	33.3-	50.0	46.7	13.3	23.1	80.0	53.8-
Learning how to study	61.1	60.0	27.8	40.0+	11.1	20.0	66.7	66.7	0	15.4+	64.3	61.5
Family problems	38.9	26.7-	55.6	73.3-	22.2	0-	50.0	66.7+	12.5	7.7	56.3	61.5
Information about 2-year programs	38.9	40.0	61.6	60.0	11.1	13.3	66.7	60.0	0	15.4+	68.8	46.2-
Health problems	5.6	7.1	83.3	71.4-	11.8	0-	58.8	71.4+	0	8.3	66.7	50.0-
Male-female relationships	27.8	21.4	61.1	57.1	17.6	13.3	76.5	66.7	13.3	7.7	73.3	76.9
Understanding strengths & weaknesses	72.2	92.9+	27.8	7.1-	5.9	13.3	41.2	40.0	6.7	8.3	33.3	58.3+
Information on tutorial services	50.0	18.8-	50.0	81.3+	88.2	33.3-	11.8	66.7+	26.7	23.1	73.3	76.9
Developing self-awareness	50.0	43.8	44.4	50.0	11.8	0-	64.7	53.3-	13.3	15.4	53.3	46.2

In response to Question B-12 about the relationship between the professional counselor and the student counselor, there appeared to be both confusion and concern over the role of the student counselor. The comments yielded no clear conclusions.

In response to a question on appropriate criteria for the selection of student counselors (Question B-13), the ability to communicate sincerity and an interest in counseling-type activities were mentioned. The written responses did not yield any strong, consistent themes.

In response to a question about the general opinion of student counselor program (Question B-14), the opinion was split, as in 1972, as to the value of the program and whether or not it should continue. Several individuals alluded to the fact that the program was being reviewed and had gone through a process of change.

Another question attempted to identify the amount of communication between student services staff and student counselors (Table 12). As was the case in 1972, most of the counselors had had essentially no contact with student counselors during the previous academic year. This pattern ties in with the comments from respondents who tried to be positive, but were apparently working with little information and were responding more to a concept than an actual experience.

Advisor Roles

Faculty and administrators share a large part of the counseling activities on campus as faculty advisors or as administrators giving information and personal support to individual students. It was felt that it would be important to review these roles from a number of perspectives.

Most students are assigned to a faculty advisor who has knowledge of and direct involvement with a student's program. The advisor guides the student during his enrollment and takes care of details such as approving the student's selection of courses, as well as being a friend to whom he or she can go for advice or for referral to a more appropriate staff person.

Faculty and administrators were asked to rate how knowledgeable they felt and how knowledgeable they actually needed to be in a number of areas (Table 13). Both groups believed they were knowledgeable with

TABLE 12
COMPARISON, 1972 to 1976
RATINGS OF COOPERATION WITH STUDENT COUNSELORS BY STUDENT SERVICES STAFF

	None		1		2-5		Number of Times 6-10		11-15		16 or more	
	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976
Student counselor personally brought a student to you for help	41.2	53.3+	17.6	0-	29.5	26.7	0	20.0+	5.9	0	5.9	0
Student sought your counsel because a student counselor had suggested he do so	46.7	46.2	6.7	7.7	20.0	15.4	13.3	30.8+	6.7	0	6.7	0
Student counselor came to you to get answers to informational questions	29.4	53.3+	11.8	0-	41.8	26.7-	0	6.7	5.9	0	11.8	13.3
Student counselor came to you for advice in assisting one of his counselees	68.8	64.3	12.5	0-	6.3	7.1	6.3	28.6+	0	0	6.3	0

TABLE 13
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF OWN KNOWLEDGE AND ACTUAL NEED FOR KNOWLEDGE

	How knowledgeable are you							
	Administration				Faculty			
	Very 1972	1976	Not at all 1972	1976	Very 1972	1976	Not at all 1972	1976
Curricula within your division	90.9	81.8	0	0	86.6	89.4	1.8	2.1
Curricula outside your division	36.4	27.3	36.4	0-	23.4	25.6	23.4	24.5
Job opportunities in your academic area	54.6	81.9+	0	0	70.6	64.5	5.5	7.6
The student personnel services at H.A.C.C.	58.4	66.7	16.6	16.7	34.0	44.0+	25.9	24.2

	How knowledgeable do you need to be							
	Administration				Faculty			
	Very 1972	1976	Not at all 1972	1976	Very 1972	1976	Not at all 1972	1976
Curricula within your division	100.0	100.0	0	0	95.3	92.2	0	2.2
Curricula outside your division	80.0	54.6-	0	0	61.1	60.3	1.9	7.9
Job opportunities in your academic area	80.0	100.0+	0	0	82.4	79.6	3.0	3.4
The student personnel services at H.A.C.C.	81.8	91.7	0	0	81.5	76.1	5.8	4.6

29.

regard to curricula within their division. Both rated need slightly higher. One can infer that they felt they could know somewhat more about their own division than they actually did in order to effectively advise students. Both groups rated their knowledge of curricula outside of their division rather low, and both acknowledged their need to know more than they did about other curricula because students do take courses in more than one curriculum and do change curricula.

A majority of administrators felt knowledgeable about job opportunities in their respective academic areas, while a larger majority of faculty felt knowledgeable. Again, both groups rated "need" higher than their current knowledge.

A majority of administrators felt that they were knowledgeable of student services at H.A.C.C. Little better than four out of ten faculty felt they were knowledgeable of student services. Both groups recognized they needed to know more about student services at the College.

Faculty and administrators also were asked to rate themselves on various types of counseling and advising (Table 14). Specifically, they were asked, "How competent do you feel with the task?" and, "To what degree do you favor doing this task, yourself?". Six out of ten faculty and a larger percentage of administrators felt competent advising transfer students. Six out of ten administrators and half of the faculty felt competent advising career students. It should be noted that some faculty may work exclusively with either transfer or career students as advisees. Only four out of ten administrators and one out of four faculty rated themselves competent in the area of vocational counseling. Approximately half of the administrators and half of the faculty judged themselves competent in the area of personal counseling.

The next question attempted to measure feelings about specific tasks, that is, whether or not faculty and administrators enjoy a task. A large majority of faculty and administrators said they enjoyed academic advising of transfer students. A slight majority of faculty and somewhat less than half of the administrators indicated they enjoyed advising career students. It should be pointed out that these individuals did not find these roles annoying; their response may be a function of where they thought their strength lied or, in the case of administrators, how much time was available. Half of the administrators and four out of ten faculty said they enjoyed vocational counseling, with the remainder of the administration being neutral

TABLE 14
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF OWN ABILITY TO COUNSEL

	Feeling of Competence							
	Administration				Faculty			
	Comptnt		Not Comptnt		Comptnt		Not Comptnt	
	1972	1976	1972	1976	1972	1976	1972	1976
Academic advising for transfer students	63.7	77.0+	36.4	0-	62.6	59.8	7.4	11.2
Academic advising for career students	63.7	61.6	18.2	7.7-	48.5	50.0	24.7	27.8
Vocational counseling	36.4	41.7	27.3	33.3	34.9	24.5-	28.3	40.0+
Placement counseling	9.1	41.7+	63.7	33.3-	21.3	31.8+	50.5	53.4
Personal counseling	36.4	46.2	27.3	23.1	64.5	55.6	10.2	20.0

	Feeling about Task							
	Administration				Faculty			
	Enjoy		Annoy		Enjoy		Annoy	
	1972	1976	1972	1976	1972	1976	1972	1976
Academic advising for transfer students	80.0	92.3+	10.0	0-	73.0	70.5	10.0	9.1
Academic advising for career students	60.0	44.7-	0	0	58.2	57.2	17.3	14.3
Vocational counseling	50.0	50.0	0	8.3	47.9	39.0	18.4	26.9
Placement counseling	40.0	50.0+	50.0	25.0-	30.9	31.2	33.0	37.6
Personal counseling	40.0	53.9+	40.0	30.8	70.3	56.4-	8.9	16.4

and one in four faculty finding it not to their liking. Half of the administrators enjoyed placement counseling, while only three out of ten faculty were interested in this area. Finally, in the area of personal counseling, a slight majority of both administrators and faculty found this an enjoyable activity.

Faculty and administrators were also asked, "Do you feel that the faculty member should act as a formal academic advisor?" (Table 15). All administrators and a very large majority of faculty said, "yes." The question was then posed differently--"Do you feel that the academic advising function should be by members of the student personnel staff rather than by faculty members?" No administrators agreed with this position, and a small percentage of faculty responded positively. In short, the faculty advisor role has very strong support among the administrators and faculty.

At the time of the 1972 study, the Faculty Organization was considering a recommendation for a "cross-divisional advising system which would include a team approach to faculty advising." Student services staff were most in favor of this concept at the time (Table 16). A slight majority of faculty had been in favor of it. In 1976, the situation changed somewhat, with generally less support shown by the faculty and student services staff, but slightly increased support expressed by administrators.

The three professional groups were also asked if they "advocated the evaluating and rewarding of advisor effectiveness." Again, there was a shift from 1972 to 1976. In 1976 there was less support for this among student services staff and somewhat less support from the faculty, but increased support from administrators. As was the case in 1972, comments suggested doubts as to whether valid methods of evaluation could be developed to carry out such a task.

Students and student counselors were asked to evaluate the competence of faculty advisors in a number of areas (Table 17). Little change in ratings of competence by students of faculty advisors occurred from 1972 to 1976. The only recognizable shift was in the area of personal counseling, where students looked upon their advisors as being not quite as competent (although they did not perceive them as incompetent). The students' evaluations moved more into a neutral third point on the five-point scale. Faculty advisors were generally considered competent in the

TABLE 15
COMPARISON, 1972 to 1976
RATING OF FACULTY ADVISORY FUNCTIONS

	Administration Yes		Faculty Yes	
	<u>1972</u>	<u>1976</u>	<u>1972</u>	<u>1976</u>
Should faculty member act as a formal academic advisor	100.0	100.0	76.1	84.6
Should academic advising function be by members of the student personnel staff rather than by faculty members	9.1	0	20.6	16.7

TABLE 16
COMPARISON, 1972 to 1976
PERCENT AGREEING WITH FACULTY ADVISEMENT PROPOSALS

	Administration Yes		Faculty Yes		Stu. Svcs. staff Yes	
	<u>1972</u>	<u>1976</u>	<u>1972</u>	<u>1976</u>	<u>1972</u>	<u>1976</u>
Advocate initiating a cross-divisional advising system which would include a team approach to faculty advising	27.3	46.2+	52.1	39.0-	73.7	47.4-
Advocate the evaluating and rewarding of advisor effectiveness	70.0	85.7+	52.0	43.9	95.0	70.6-

33.

TABLE 17
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF COMPETENCE OF FACULTY ADVISORS

	Students				Student Counselors			
	Comptnt		Not Comptnt		Comptnt		Not Comptnt	
	1972	1976	1972	1976	1972	1976	1972	1976
Academic advising for transfer students	66.7	66.0	16.7	15.5	85.7	100.0+	0	0
Academic advising for career students	65.0	63.8	20.0	14.6	66.7	60.0	0	20.0+
Vocational counseling	52.0	50.8	22.0	24.6	60.0	80.0+	0	20.0+
Placement counseling	44.7	41.9	39.5	32.6	33.3	50.0+	33.3	0-
Personal counseling	53.8	39.7-	27.7	31.9	75.0	100.0+	0	0

area of advising transfer and career students. The reader should keep in mind that this is the perspective from the individual student. Generally, transfer and career students are assigned to appropriate advisors who specialize in their curriculum. Consistent with the responses of faculty and administrators, students saw the faculty as being relatively less competent in vocational, placement, and personal counseling, although generally not considering them as incompetent.

The reader should review the general agreement of faculty self-evaluations (Table 14) with the evaluations by students (Table 17). It is this agreement that provides at least face validity to these results. Each type of activity has the same relative ranking and is reasonably close in terms of percent rating positive. Then, too, in Table 19, it becomes apparent that the faculty advisor is still the preferred vehicle for counseling with the divisional counselor a close second in some activities.

Structure of Student Services

It was felt necessary to identify attitudes about administrative/physical structure of student services. Structure can have an impact on the delivery of services as well as the quality of the service itself. As with the study as a whole, a matrix of data was generated. One vector consisted of professional and student groups. A second vector was method of arrangement--that is, divisional, central office, or small centers in major buildings. The third vector was a series of items including types of services and preferences. A three-point scale with a totally-positive orientation was used to identify relative effectiveness in the case of professional staff and preference for student groups. Options included extremely effective, very effective and effective assuming any arrangement would be effective to some extent.

The results are summarized in Table 18. All three professional groups agreed on the greater effectiveness of the divisional arrangement on several items including the ability to work with students, lack of confusion in seeing students, academic counseling, vocational counseling, students' willingness to come in, and communication between faculty and divisional counselors. In response to the questions of which arrangement was preferred and which arrangement it was thought students would prefer, all three professional groups agreed that job placement service and on-campus job interviews were best handled in a central office arrangement, although

TABLE 18
COMPARISON, 1972 to 1976
RATING OF EFFECTIVENESS OF COUNSELING STRUCTURES

	Divisional arrangement				Administration				Small Centers in Major Buildings			
	Extrm		Very		Extrm		Very		Extrm		Very	
	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976
Ability to work with students	88.9	61.5-	11.1	30.8+	37.5	7.7-	25.0	38.5+	25.0	7.7-	50.0	53.8
Lack of confusion in seeing students	28.6	53.8+	71.4	38.5-	42.9	7.7-	42.9	23.1-	28.6	7.7-	71.4	46.2-
Academic counseling	100.0	69.2-	0	23.1+	12.5	7.7	50.0	38.5-	0	7.7	87.5	46.2-
Vocational counseling	75.0	58.3-	25.0	25.0	28.6	8.3-	71.4	33.3-	14.3	8.3	71.4	58.3-
Job placement service	25.0	16.7	37.5	16.7-	71.4	45.5-	14.3	18.2	14.3	0-	42.9	54.5+
Personal adjustment counseling	28.6	36.4	57.1	45.5-	14.3	36.4+	85.7	45.5-	0	0	71.4	72.7
Students' willingness to come in	100.0	50.0-	0	41.7+	0	16.7+	28.6	41.7+	42.9	9.1-	42.9	63.9+
On-campus job interview	42.9	18.2-	14.3	36.4+	57.1	45.5-	14.3	45.5+	0	9.1	42.9	54.5+
Communication between faculty and counselors	88.9	81.8	11.1	9.1	0	9.1	28.6	27.3	0	0	49.2	72.7+
Which arrangement would you prefer	85.7	80.0	14.3	20.0	0	10.0+	75.0	30.0-	25.0	10.0-	25.0	50.0+
Which arrangement do you think students would prefer	75.0	88.9+	25.0	0-	0	0	66.7	22.2-	33.3	0-	33.3	66.7+

TABLE 18 (cont.)
COMPARISON, 1972 to 1976
RATING OF EFFECTIVENESS OF COUNSELING STRUCTURES

	Divisional arrangement				Faculty				Small Centers in Major Buildings			
	Extrm		Very		Extrm		Very		Extrm		Very	
	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976
Ability to work with students	52.7	61.0	33.3	33.8	14.9	17.5	48.6	30.2-	29.0	23.7	37.7	33.9
Lack of confusion in seeing students	40.2	52.7+	43.9	35.1	23.5	14.5	50.0	48.4	27.6	15.8-	36.2	49.1+
Academic counseling	34.7	73.0+	29.1	18.9-	15.6	16.1	47.6	30.6-	23.0	17.9	49.2	46.4
Vocational counseling	39.5	50.0+	39.5	30.3	23.1	35.6+	47.7	33.9-	19.0	24.5	50.8	45.3
Job placement service	17.1	20.3	40.8	37.5	50.8	52.4	27.7	28.6	22.2	20.0	39.7	34.5
Personal adjustment counseling	27.5	33.8	41.2	46.2	28.1	18.0-	37.5	45.9	38.5	17.0-	36.9	50.0+
Students' willingness to come in	37.0	57.6+	38.3	24.2-	6.7	13.8	36.7	27.6	26.3	17.3	50.9	50.0
On-campus job interview	16.9	20.3	40.0	30.5	40.0	43.1	36.7	31.4	19.6	27.7	42.9	38.3
Communication between faculty and counselors	59.3	69.9+	23.5	17.8	11.5	41.3+	23.0	19.6	21.0	9.8-	38.7	37.3
Which arrangement would you prefer	70.4	82.5+	21.1	12.7	9.1	22.6+	29.1	26.4	31.0	14.3-	39.7	38.8
Which arrangement do you think students would prefer	58.2	78.9+	28.4	19.3	7.3	8.3	32.7	39.6	35.0	19.6-	35.0	39.1

TABLE 18 (cont.)
COMPARISON, 1972 to 1976
RATING OF EFFECTIVENESS OF COUNSELING STRUCTURES

	Divisional arrangement				Student Services Staff Central Office arrangement				Small Centers in Major Buildings			
	Extrm		Very		Extrm		Very		Extrm		Very	
	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976	1972	1976
Ability to work with students	42.1	55.6+	42.1	33.3	21.1	27.8	52.6	72.2+	23.5	28.6	23.5	42.9+
Lack of confusion in seeing students	55.6	47.1	16.7	41.2+	27.8	25.0	55.6	68.8+	25.0	23.1	50.0	46.2
Academic counseling	47.4	73.7+	42.1	10.5-	10.5	37.5+	57.9	50.0	29.4	33.3	35.3	16.7-
Vocational counseling	31.6	47.4+	26.3	21.1	11.1	37.5+	55.6	31.3-	25.0	16.7	56.3	41.7-
Job placement service	21.1	16.7	21.1	33.3+	27.8	26.7	44.4	46.7	31.3	27.3	37.5	27.3-
Personal adjustment counseling	21.1	26.3	42.1	47.4	57.9	73.3+	21.1	26.7	50.0	27.3-	31.3	27.3
Students' willingness to come in	44.4	68.4+	38.9	15.8-	16.7	6.3-	50.0	81.3+	31.3	25.0	43.8	33.3-
On-campus job interview	15.8	0-	31.6	18.8-	44.4	40.0	27.8	20.0	25.0	27.3	25.0	9.1-
Communication between faculty and counselors	68.4	61.1	21.1	27.8	10.5	6.7	26.3	13.3-	22.2	18.2	27.8	36.4
Which arrangement would you prefer	76.5	50.0-	17.6	35.7+	13.3	37.5+	60.0	43.8-	25.0	46.2+	18.8	23.1
Which arrangement do you think students would prefer	75.0	46.7-	25.0	33.3+	14.3	37.5+	71.4	37.5-	33.3	35.7	6.7	28.6+

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the student services staff perceived small centers in major buildings as being equally effective for job placement services. The three groups did not concur in the area of personal adjustment counseling. Administrators saw strengths in both the divisional and the central office arrangement. Faculty saw the divisional arrangement generally as best, while the student services staff supported personal adjustment counseling being conducted primarily in a central office.

The small center concept was offered as a possible blending of the strengths of the divisional and central office arrangements. Some strengths of this concept were recognized, especially by administrators and, to some extent, by faculty. Relative to the divisional arrangement, however, this concept was not perceived as positively.

Current students and student counselors were given a simpler rating system (Table 19). A vast majority of students preferred to receive academic counseling through faculty advisors or through the division. Faculty advisors also were generally preferred as sources for receiving job placement information, with the other options grouped fairly closely together. This was a shift from the support for a central office job placement as had been seen in 1972. Current students also strongly supported vocational counseling through their faculty advisors, with the other options being relatively far behind. As in the case of job placement information, there was a shift in favor of faculty advisors for assistance in on-campus job interviews. The divisional arrangement also received relatively strong support. In the area of personal counseling, faculty advisors received the most support as the preferred counseling structure. While faculty advisors have been criticized on some criteria, they are still the consistently-preferred sources of information and counseling.

Table 20 demonstrates that large majorities of professional staff believe that decentralization of the counseling staff into divisions was effective. This response summarizes the general approval for decentralized services which was strongly supported through the results of this study.

Importance of Types of Counseling

Although a matrix of opinions was the main method of this study, some questions were directed at self-assessment by student services staff. Personnel were asked to rate their perceptions of the importance of four types of counseling--academic/career, academic/transfer, vocational/placement,

TABLE 19
COMPARISON, 1972 to 1976
RATINGS OF VERY PREFERRED COUNSELING STRUCTURE

	Divisional		Academic Counseling				Fac. Advisors	
	1972	1976	Central Office 1972	1976	Small Centers 1972	1976	1972	1976
Students	30.2	41.8+	8.8	21.6+	28.4	28.9	84.4	75.4
Stu. Counselors	50.0	66.7+	0	50.0+	28.6	25.0	62.5	75.0+

	Divisional		Job Placement Information				Fac. Advisors	
	1972	1976	Central Office 1972	1976	Small Centers 1972	1976	1972	1976
Students	43.1	44.9	55.4	38.4-	40.8	40.7	34.7	53.6+
Stu. Counselors	42.9	25.0-	62.5	40.0-	33.3	66.7+	42.9	20.0-

	Divisional		Vocational Counseling				Fac. Advisors	
	1972	1976	Central Office 1972	1976	Small Centers 1972	1976	1972	1976
Students	51.4	39.1-	23.1	23.7	39.2	28.8-	65.9	63.8
Stu. Counselors	62.4	83.3+	0	33.3+	28.6	25.0	28.6	80.0+

	Divisional		On-Campus Job Interview				Fac. Advisors	
	1972	1976	Central Office 1972	1976	Small Centers 1972	1976	1972	1976
Students	37.5	41.7	46.6	30.4-	44.0	33.8-	31.4	46.7+
Stu. Counselors	16.7	50.0+	60.0	42.9-	42.9	25.0-	0	60.0+

	Divisional		Personal Problems Counseling				Fac. Advisors	
	1972	1976	Central Office 1972	1976	Small Centers 1972	1976	1972	1976
Students	16.1	25.8	8.5	14.2	46.4	35.7-	68.9	59.6
Stu. Counselors	14.3	50.0+	12.5	83.3+	25.0	50.0+	37.5	50.0+

TABLE 20
COMPARISON, 1972 to 1976
RATINGS OF WHETHER DECENTRALIZATION
OF COUNSELING STAFF IS EFFECTIVE

	Yes	
	1972	1976
Administration	80.0	85.7
Faculty	90.8	94.6
Stu. Svcs. staff	73.7	76.5

and personal adjustment as defined by (a) the institution, (b) the student services administration, (c) the needs of the students they saw, and (d) by what they would like their role to be (Table 21). The reader should note that options on the scale included "extremely important," "very important," or simply "important." Assuming all types of counseling are of some importance, the authors were looking for relative importance.

(a) The staff saw academic/career and academic/transfer counseling as being of the greatest importance as perceived by the institution as a whole. Vocational/placement counseling was of considerably less importance as was personal adjustment counseling.

(b) The staff viewed academic/career counseling as most important and academic/transfer counseling second in importance in relation to the student services administration. This is a reversal of the rankings in the 1972 data. Vocational/placement counseling and personal adjustment counseling were tied for the lower third place, while still being of considerable importance.

(c) Academic/career counseling and academic/transfer counseling were perceived by the staff as most important in terms of their perception of student needs. This was a change from 1972, when vocational placement was considered most important in terms of student needs. In 1976, vocational placement ranked third. As was the case in 1972, personal adjustment counseling was least important in terms of student needs.

(d) Academic/career counseling was most important in terms of what most staff members wanted their roles to be. Academic/transfer and vocational/placement counseling were relatively less important and ranked a close second and third. Personal adjustment counseling, while still important, ranked fourth.

The important consideration in this data is the extent of disparity between different areas. For example, academic/transfer counseling was perceived as being very important as defined by H.A.C.C. and as defined by the student services administration. The difference between these ratings and what the student services staff saw as defined by the needs of students is not great, but compared to what individuals would generally like it to be, there was some discrepancy.

The differences in the ratings of academic/career counseling in 1972 no longer appeared to exist in 1976. This area of counseling was perceived as extremely important in light of the four criteria listed.

TABLE 21
COMPARISON, 1972 to 1976
RATINGS OF IMPORTANCE OF TYPES OF COUNSELING BY STUDENT SERVICES STAFF

	Academic/Career				Academic/Transfer			
	Extrm		Very		Extrm		Very	
	1972	1976	1972	1976	1972	1976	1972	1976
As defined by H.A.C.C.	70.0	83.3+	25.0	11.1-	70.0	83.3+	25.0	11.1-
As defined by the student services administration	45.0	94.4+	40.0	5.6-	60.0	83.3+	25.0	16.7
As defined by the needs of the students you see	70.0	83.3+	30.0	16.7-	60.0	77.8+	35.0	22.2-
As defined by what you would like your role to be	50.0	87.5+	35.0	6.3-	30.0	68.8+	60.0	31.3-

	Vocational/Placement				Personal Adjustment			
	Extrm		Very		Extrm		Very	
	1972	1976	1972	1976	1972	1976	1972	1976
As defined by H.A.C.C.	25.0	23.5	45.0	35.3	20.0	17.6	25.0	29.4
As defined by the student services administration	20.0	55.6+	35.0	27.8	40.0	50.0+	35.0	27.8
As defined by the needs of the students you see	75.0	44.4-	20.0	33.3+	30.0	27.8	40.0	55.6+
As defined by what you would like your role to be	45.0	62.5+	30.0	6.3-	36.8	43.8	36.8	37.5

42.

Student services staff perceived greater importance placed upon the vocational/placement counseling in 1976. Although more of the staff would like it to be part of their role, there appeared to be less of a perceived need in this area.

There appeared to be no gross changes in the perceptions of personal adjustment counseling in relationship to the four criteria; it still was perceived as relatively less important. Many counselors would like it to be part of their role, yet the counselors don't see as great a need as in other areas.

It is of interest to note that if the relative importance of each type of counseling was ranked on each criterion, the rankings would consistently approach (1) academic/career counseling, (2) academic/transfer counseling, (3) vocational/placement counseling, and (4) personal adjustment counseling. Of course, a relatively lower ranking does not mean that this type of counseling is unimportant. The administration of student services must consider this view when they develop and proportion resources in terms of needs.

Administrative Functions as Related to Student Personnel Services

Members of the student services staff were asked to evaluate the general importance of certain administrative functions and the institution's performance on the same items (Table 22). A large majority of staff members rated as very important the organization of a systematic program of in-service training for both professional and classified staff, providing administrative leadership to all facets of the student personnel program, and identifying and interpreting staffing needs. Less than a majority of staff members rated performance positively on these three items.

Preparing organizational patterns and job descriptions and encouraging staff participation in professional associations received moderate ratings of very important. Less than one out of three student services staff members rated performance in these two areas positively. Conducting and disseminating institutional research received a moderately positive rating in terms of importance. Arranging for follow-up studies of former students received the highest rating in terms of importance. Both areas received low performance ratings.

All of these items with the exception of institutional research reflect on the administration of the student services. In each case, less than 50 percent rated performance positively; however, with the exception

TABLE 22
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF RELATED ADMINISTRATIVE FUNCTIONS BY STUDENT SERVICES STAFF

	Importance				Performance			
	Very		Not		Excellent		Poor	
	1972	1976	1972	1976	1972	1976	1972	1976
Encouraging staff participation in professional associations	55.0	42.9-	10.0	11.8	10.0	29.4+	25.0	41.1
Organizing a systematic program of in-service training for both professional and clerical staff	73.7	82.4	0	0	5.3	11.8	73.6	41.1-
Conducting institutional research	65.0	68.8	5.0	0	30.0	20.0-	30.0	60.0+
Arranging for follow-up studies of former students	65.0	94.1+	5.0	0	22.2	12.5	38.9	68.8+
Providing administrative leadership to all facets of the student personnel program	85.0	80.0	0	0	20.0	46.7+	60.0	25.7-
Preparing organizational patterns and job descriptions	50.0	52.9	10.0	0-	20.0	29.4	25.0	23.5
Identifying and interpreting staffing needs	90.0	87.5	0	0	35.0	43.8	45.0	18.8-

44.

TABLE 23
COMPARISON, 1972 to 1976
COMBINED PERCENT RATINGS OF FEELINGS ABOUT SEEKING COUNSELING AND CONFIDENTIALITY

	Seeking Counsel Showed				Degree of Confidentiality			
	Strength		Weakness		Strictly		Not	
	1972	1976	1972	1976	1972	1976	1972	1976
Students	62.5	67.5	6.2	7.8	93.3	86.7	1.1	3.8
Student Counselors	71.4	60.0-	14.3	20.0	100.0	100.0	0	0

of institutional research, the ratings are more positive than in 1972. The data calls for an extensive review of these specific items to ascertain what must be done to improve performance on each item.

Attitudes Toward the Counseling Process

The key to the interface between students and counselors is student attitudes toward counseling, per se, and trust. Two out of three students saw the act of seeking counseling positively (Table 23). A very large majority of students believe their personal consultations with counselors were kept strictly confidential. Virtually no one believed confidences were easily violated. This information speaks positively to students and can serve as a basis for whatever services may be offered in the future.

SUMMARY AND RECOMMENDATIONS

Section A

This summary focuses on relatively weak areas in light of the rating scales by students and professional staff. The reader should keep in mind that the discussion deals with relative ratings on the positive side of a scale. On the whole, students and faculty were generally satisfied with the services being provided. The focus of the study, however, was to identify those areas which could be improved.

Admissions, Registration and Records

Overall, both students and professional staff thought each of the items in this portion were of considerable importance. In terms of performance, most of the items were rated relatively positive, with certain exceptions. No group, with the exception of student services staff, was very positive about performance in the area of appraising previous records. Students and administrators were decidedly less positive about performance on this item than in 1972. Maintenance of records was not perceived as positively by students as in 1972. Ratings by administrators and faculty continued to be moderately positive, while ratings of student services staff were decidedly more positive. It is this type of inconsistency in attitude which needs to be reviewed by the administration. The registration process received a fairly

positive evaluation by students. Administrators were relatively critical. Student comments suggested that closing registration at 3:00 p.m. on certain days was inconvenient for many of them. On the other hand, the student services staff were much more positive about the registration process than in 1972. Again, these types of inconsistencies have to be reviewed.

Guidance and Counseling

All of the items in this section were considered at least moderately important, but performance varied considerably. Less than 50 percent of the students rated performance on 5 of 11 items positively, and 3 items dropped decidedly in performance as rated as by the students. Several items dropped decidedly in the performance rating given by administrators. On the other hand, the performance rating given by student service staff members increased decidedly on several items. Once again, inconsistencies need to be reviewed. The reader is referred to Table 2 to review the greater shifts in percentages as designated by plus and minus signs on several items.

Job Placement and Financial Assistance

All of these items were considered very important by all groups. In terms of performance, the provision of financial assistance and veterans' and social security information was perceived quite positively by all groups. The arranging of career-related part-time jobs was not perceived very positively, nor was job placement for career graduates. These latter two areas show need for review.

Student Activities

The ratings of importance of most of these items dropped considerably with students and student service staff members. The importance ratings of administrators on many of these items was already relatively low. The shift to increased adult enrollments and the high number of students employed part-time or full-time may well be related to the shifts in perceived importance. Administrators and student service staff members did not perceive performance in most of these areas as positively as in 1972. Student perceptions demonstrated a decisive decline in three areas, one of these--helping students develop

a code of conduct--may be becoming an anachronism in light of societal values. It is interesting to note that the faculty placed higher importance on intramural sports than did the students. The College may need to conduct a broad-based review of student activities to see which ones may be appropriate and what resources should be allocated to them in light of current demands and values.

Administrative Services

With the exception of assisting students in locating living accommodations, all items were rated important by a majority or near majority of all groups. The relative importance of requiring physical exams, assistance in locating living accommodations, and maintaining alumni contact declined in importance for the students. It is important to note that performance in this area was not seen positively by any group, especially students. Maintaining alumni contact declined in importance to students but still merits review. Food Services received a moderately positive rating which was decidedly higher than the rating in 1972. Importance and performance in the area of campus security was rated fairly positively by students. However, performance ratings in this area declined in the three professional groups. Although two out of three students rated performance in the area of campus security positively, the concerns of the professional staff are cause for review by the institution.

Section B

The response to items in Section B have yielded substantial information for specific decisions facing the institution.

Psychological Services

There still is a very real perceived need for the services of a full-time psychologist at the College as evidenced by the ratings and comments. The demand for these services leaves two options. First, the College can employ a psychologist to work clinically. However, in light of the financial constraints, the second option may be more realistic--the College should have an efficient and effective referral procedure which is clearly communicated to all campus groups.

Student Counselors

There still was considerable difference as to what student counselors were capable of doing, what they actually did, and what was acceptable to students. At the time of the 1976 study, the entire student counseling program was in the process of being reviewed in terms of objectives, training, and relationship to professional staff. The results of these deliberations should be clearly communicated to all segments of the College.

Advisor Roles

The strengths (academic advising) and relative weaknesses (non-academic advising) of faculty advisors were identified. However, on the whole there was consistently strong support by all groups, especially students, for having faculty advisors. If services are to be as effective as possible, faculty advisors must become more knowledgeable of curricula outside their division, job opportunities, and the student services operation. This role should be studied further. Strengths of individual faculty members could be capitalized on. The use of a reward system should be reviewed to see if such a system could help to improve the advisor role.

Structure of Student Services

The current structure for the delivery of student services is generally a good one in light of the opinions that were obtained. Respondents felt that vocational counseling should remain in the division with the faculty advisor and divisional counselor. As a job placement service develops, it should be centralized, while being clearly coordinated with efforts within each division. On-campus job interviews should be centralized with the job placement service. The way in which personal adjustment counseling is delivered should be reviewed in light of the resources which have been centralized for this purpose and the inconsistency in the attitudes of students and others toward centralized services.

Importance of Types of Counseling

In the rating of the importance of types of counseling (academic/career, academic/transfer, vocational/placement, and personal adjustment) as defined by the institution, by the student services administration, by the needs of students, and by what student services staff would like

their role to be, the relative importance of each type of counseling is essentially the same on each of the latter criteria. For example, academic/career counseling was most important of any of the areas with the exception of being tied with academic/transfer in terms of the institutional definition. Academic/transfer counseling was second ranked on the four criteria. Vocational/placement counseling had the third rank, and personal adjustment counseling ranked fourth. Of course, in the allocation of services, strengths of individual counselors and the needs of individual students should be met with the optimum use of the resources available.

Administrative Functions as Related to Student Personnel Services

With the exception of professional activities, the majority of student services staff considered each of these functions important. However, a majority of the staff members were not positive about performance on any of the functions. All administrative functions related to this instrument should be reviewed by the College, and decisions should be made on how to improve performance.

Attitudes Toward the Counseling Process

Students continued to demonstrate considerable confidence in the ability of College personnel to keep their conversations strictly confidential. The majority of students felt that seeking counseling was a sign of strength. Counseling atmosphere was, on the whole, viewed very positively.

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APPENDICES

1976 Survey Data

Tables 24 to 42 give more explicit information on the responses to the 1976 survey. Analogous tables for 1972 data are available in Student Services: An Evaluation (Selgas & Blocker, 1974).

Presentation of Data

Percentages are used as a common transformation to facilitate comparisons among various categories. The reader should note the actual number on which the percentage is based. The numbers listed under "Blank" are frequency data, i.e., the actual number of respondents who did not answer that item.

For example, in Table 24 Question 1-a, 66.7 percent of the students indicated this item as very important with a rating of 5. This figure means 66.7 percent of 279 students (300 minus 21) rated the item very important ("5"). Excluded were 21 Blanks.

It is important to note the number of responses in the Blank category on a given item. If a number is relatively large, it generally means that the students had had no contact with the service or knowledge of the topic to which the item refers.

TABLE 24
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

1. Admissions, Registration & Records

a. Providing potential students with information about the College (courses, programs, expenses, regulations, activities, etc.)

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	66.7	25.4	6.5	1.4	0	21	23.5	38.4	29.9	8.2	0	6
Student Counselors (N=7)	85.7	14.3	0	0	0	0	14.3	85.7	0	0	0	0
Administrators (N=14)	84.6	7.7	7.7	0	0	1	0	46.2	46.2	7.7	0	1
Faculty (N=95)	81.9	17.0	1.1	0	0	1	8.8	48.4	31.9	5.5	5.5	4
Student Svcs. (N=20)	73.7	26.3	0	0	0	1	30.0	55.0	15.0	0	0	0

b. Appraising any previous educational record of the student to determine his probable success in various courses and curricula which might interest him.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	36.7	31.6	24.2	5.9	1.6	44	10.5	26.1	37.0	21.0	5.4	43
Student Counselors (N=7)	71.4	28.6	0	0	0	0	0	28.6	71.4	0	0	0
Administrators (N=14)	30.8	61.5	7.7	0	0	1	0	28.6	50.0	14.3	7.1	0
Faculty (N=95)	60.0	27.8	12.2	0	0	5	2.4	32.1	42.9	16.7	6.0	11
Student Svcs. (N=20)	63.2	21.1	5.3	10.5	0	1	15.0	55.0	20.0	10.0	0	0

c. Conducting registration for classes.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	53.1	31.0	14.4	1.4	0	23	30.6	36.8	23.0	7.2	2.4	8
Student Counselors (N=7)	100.0	0	0	0	0	0	14.3	42.9	42.9	0	0	0
Administrators (N=14)	61.5	38.5	0	0	0	1	7.1	28.6	50.0	7.1	7.1	0
Faculty (N=95)	52.7	34.4	11.8	1.1	0	2	13.2	41.8	34.1	7.7	3.3	4
Student Svcs. (N=20)	52.6	31.6	10.5	5.3	0	1	25.0	60.0	10.0	5.0	0	0

d. Clarity of academic regulations (e.g. grading, withdrawal, attendance, etc.)

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	46.7	31.8	17.5	3.3	0.7	26	28.0	38.8	23.2	8.3	1.7	11
Student Counselors (N=7)	71.4	28.6	0	0	0	0	28.6	28.6	42.9	0	0	0
Administrators (N=14)	69.2	30.8	0	0	0	1	7.1	28.6	50.0	7.1	7.1	0
Faculty (N=95)	40.2	43.5	14.1	2.2	0	3	7.7	45.1	29.7	9.9	7.7	4
Student Svcs. (N=20)	42.1	42.1	15.8	0	0	1	15.0	30.0	40.0	15.0	0	0

e. Maintaining records of the academic progress of each student (grades), the activities of the student at the College, and some indication of his social development.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	38.7	30.9	22.3	6.3	2.0	44	18.9	32.7	35.4	10.2	2.8	46
Student Counselors (N=7)	50.0	33.3	16.7	0	0	1	16.7	33.3	50.0	0	0	1
Administrators (N=14)	70.8	69.2	0	0	0	1	7.1	42.9	28.6	7.1	14.3	0
Faculty (N=95)	44.9	43.8	11.2	0	0	6	21.4	42.9	23.8	7.1	4.8	11
Student Svcs. (N=20)	50.0	38.9	5.6	0	5.6	2	36.8	36.8	21.1	5.3	0	1

TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

2. Guidance and Counseling

- a. Interpreting standardized tests to incoming students as a means of helping them select courses and curricula in which they are most likely to succeed.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	28.5	31.4	24.4	11.6	4.1	58	8.0	31.4	42.9	12.8	4.9	74
Student Counselors (N=7)	71.4	0	28.6	0	0	0	0	50.0	33.3	16.7	0	1
Administrators (N=14)	50.0	33.3	16.7	0	0	2	0	36.4	18.2	27.3	18.2	3
Faculty (N=95)	42.3	39.7	15.4	2.6	0	17	2.7	27.4	39.7	17.8	12.3	22
Student Svcs. (N=20)	26.3	31.6	36.8	5.3	0	1	15.8	36.8	26.3	10.5	10.5	1

- b. Providing faculty advisors to consult with students about their career plans, educational goals, and probable chances for achieving them.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	67.9	21.5	8.8	1.1	0.7	26	32.0	29.1	25.8	6.9	6.2	25
Student Counselors (N=7)	100.0	0	0	0	0	0	28.6	42.9	0	28.6	0	0
Administrators (N=14)	66.7	16.7	16.7	0	0	2	0	7.7	53.8	23.1	15.4	1
Faculty (N=95)	51.1	46.6	1.1	1.1	0	7	18.2	37.5	27.3	10.2	6.8	7
Student Svcs. (N=20)	61.1	27.8	11.1	0	0	2	21.1	21.1	52.6	5.3	0	1

- c. Scheduling advisees into classes and reviewing requirements to meet educational objectives.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	44.0	31.5	20.7	2.5	1.2	59	20.4	33.3	28.7	9.2	8.3	60
Student Counselors (N=7)	100.0	0	0	0	0	0	14.3	28.6	57.1	0	0	0
Administrators (N=14)	53.8	30.8	15.4	0	0	1	0	23.1	53.8	15.4	7.7	1
Faculty (N=95)	45.3	50.0	4.7	0	0	9	11.6	34.9	39.5	11.6	2.3	9
Student Svcs. (N=20)	47.4	42.1	10.5	0	0	1	30.0	55.0	10.0	5.0	0	0

- d. Providing professional counselors who are available to consult with students about their personal and social concerns.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	44.3	28.0	20.3	5.3	2.0	54	20.8	29.4	32.5	11.7	5.6	69
Student Counselors (N=7)	100.0	0	0	0	0	0	57.1	28.6	0	14.3	0	0
Administrators (N=14)	15.4	53.8	15.4	15.4	0	1	15.4	46.2	23.1	7.7	7.7	1
Faculty (N=95)	42.0	39.8	10.2	5.7	2.3	7	26.7	41.9	24.4	4.7	2.3	9
Student Svcs. (N=20)	44.4	44.4	5.6	5.6	0	2	42.1	47.4	5.3	5.3	0	1

- e. Providing information about career opportunities that are related to the various courses and curricula of the College.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	58.7	28.0	10.2	2.4	0.8	46	25.7	31.1	26.6	10.4	6.2	59
Student Counselors (N=7)	85.7	14.3	0	0	0	0	28.6	28.6	42.9	0	0	0
Administrators (N=14)	76.9	15.4	7.7	0	0	1	0	16.7	50.0	33.3	0	2
Faculty (N=95)	43.5	42.4	14.1	0	0	10	13.4	41.5	29.3	11.0	4.9	13
Student Svcs. (N=20)	52.6	42.1	0	0	5.3	1	15.0	30.0	45.0	10.0	0	0

TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

2. Guidance and Counseling

f. Providing an orientation program at the beginning of school to help students "get the feel of things."

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	34.3	27.2	20.9	9.8	7.9	46	27.0	27.4	25.7	10.9	9.1	70
Student Counselors (N=7)	57.1	42.9	0	0	0	0	42.9	42.9	14.3	0	0	0
Administrators (N=14)	38.5	30.8	30.8	0	0	1	7.7	23.1	46.2	23.1	0	1
Faculty (N=95)	22.2	42.0	27.2	6.2	2.5	14	3.8	29.5	42.3	14.1	10.3	17
Student Svcs. (N=20)	31.6	31.6	21.1	5.3	10.5	1	20.0	30.0	40.0	10.0	0	0

g. Providing opportunities for students during the first semester to learn about the College, about study skills, about career opportunities, and about self-development.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	36.1	33.3	22.6	6.3	1.6	48	12.7	19.5	42.4	17.4	8.1	64
Student Counselors (N=7)	85.7	14.3	0	0	0	0	14.3	28.6	28.6	14.3	14.3	0
Administrators (N=14)	46.2	46.2	7.7	0	0	1	7.7	15.4	23.1	30.8	23.1	1
Faculty (N=95)	28.4	53.1	13.6	2.5	2.5	14	3.7	27.5	32.5	31.3	5.0	15
Student Svcs. (N=20)	26.3	42.1	21.1	0	10.5	1	20.0	20.0	35.0	20.0	5.0	0

h. Providing adequate information to aid in transfer to other institutions.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	64.0	25.9	7.9	1.7	0.4	61	18.8	33.9	30.4	11.2	5.8	76
Student Counselors (N=7)	85.7	14.3	0	0	0	0	14.3	57.1	28.6	0	0	0
Administrators (N=14)	38.5	30.8	30.8	0	0	1	21.4	21.4	50.0	0	7.1	0
Faculty (N=95)	46.6	46.6	5.7	1.1	0	7	19.3	38.6	33.0	8.0	1.1	7
Student Svcs. (N=20)	42.1	52.6	5.3	0	0	1	40.0	55.0	5.0	0	0	0

i. Providing career information using identified sources of occupational information, and community and regional manpower needs.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	56.5	29.0	11.3	2.4	0.8	52	19.7	30.0	33.9	9.0	7.3	67
Student Counselors (N=7)	71.4	28.6	0	0	0	0	14.3	42.9	42.9	0	0	0
Administrators (N=14)	46.2	30.8	23.1	0	0	1	0	21.4	35.7	28.6	14.3	0
Faculty (N=95)	43.9	45.1	11.0	0	0	13	6.4	41.0	30.8	15.4	6.4	17
Student Svcs. (N=20)	44.4	33.3	22.2	0	0	2	11.8	23.5	35.3	23.5	5.9	3

j. Providing tests which will help students in identifying any deficiencies in basic skills which they may have in reading, writing, or arithmetic.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	33.6	32.3	22.6	6.4	5.1	65	15.2	19.9	31.5	18.5	10.0	89
Student Counselors (N=7)	71.4	14.3	14.3	0	0	0	16.7	50.0	16.7	16.7	0	1
Administrators (N=14)	50.0	28.6	21.4	0	0	0	0	30.8	15.4	23.1	30.8	1
Faculty (N=95)	50.6	42.0	7.4	0	0	14	8.5	22.0	36.6	20.7	12.2	13
Student Svcs. (N=20)	35.3	41.2	17.6	5.9	0	3	5.9	23.5	23.5	23.5	23.5	3

TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

2. Guidance and Counseling

k. Providing a special program for students who may discover deficiencies in any of the basic skills.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	47.3	28.7	17.3	3.0	3.8	63	23.7	25.6	31.5	12.8	6.4	81
Student Counselors (N=7)	85.7	14.3	0	0	0	0	42.9	42.9	14.3	0	0	0
Administrators (N=14)	50.0	35.7	14.3	0	0	0	7.1	0	28.6	35.7	28.6	0
Faculty (N=95)	44.2	44.2	10.5	0	1.2	9	15.1	27.9	31.4	17.4	8.1	9
Student Svcs. (N=20)	63.2	26.3	5.3	5.3	0	1	5.3	15.8	36.8	10.5	31.6	1

3. Job Placement and Financial Assistance

a. Providing students who need financial assistance with opportunities for part-time jobs, loans, grants-in-aid, or other financial aids.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	66.7	25.2	6.5	0.8	0.8	54	36.9	39.1	18.0	3.4	2.6	67
Student Counselors (N=7)	100.0	0	0	0	0	0	71.4	28.6	0	0	0	0
Administrators (N=14)	53.8	30.8	15.4	0	0	1	15.4	69.2	7.7	0	7.7	1
Faculty (N=95)	40.7	49.4	9.9	0	0	14	27.8	36.7	29.1	5.1	1.3	16
Student Svcs. (N=20)	68.4	21.1	10.5	0	0	1	55.0	25.0	20.0	0	0	0

b. Arranging opportunities for students to work on a part-time basis in jobs that are directly related to their career objectives.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	53.0	33.5	11.7	0.9	0.9	70	23.8	30.6	28.6	8.3	8.7	94
Student Counselors (N=7)	57.1	28.6	14.3	0	0	0	0	14.3	42.9	28.6	14.3	0
Administrators (N=14)	53.8	38.5	0	7.7	0	1	0	28.6	42.9	21.4	7.1	0
Faculty (N=95)	35.4	38.0	22.8	3.8	0	16	6.8	31.1	33.8	23.0	5.4	21
Student Svcs. (N=20)	22.2	38.9	33.3	5.6	0	2	10.5	31.6	21.1	26.3	10.5	1

c. Providing appropriate information that enables students to effectively utilize veterans and social security benefits.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	50.9	28.0	18.8	0.5	1.8	82	38.1	33.0	22.7	5.2	1.0	106
Student Counselors (N=7)	71.4	28.6	0	0	0	0	50.0	33.3	16.7	0	0	1
Administrators (N=14)	63.6	9.1	27.3	0	0	3	36.4	54.5	0	0	9.1	3
Faculty (N=95)	45.7	42.0	11.1	0	1.2	14	34.2	51.3	14.5	0	0	19
Student Svcs. (N=20)	61.1	38.9	0	0	0	2	63.2	36.8	0	0	0	1

d. Assisting students who are graduating from career programs to meet prospective employers and to locate employment that is in keeping with their career plans.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	68.5	18.7	9.6	1.8	1.4	81	22.0	28.5	30.6	9.7	9.1	114
Student Counselors (N=7)	85.7	14.3	0	0	0	0	0	20.0	80.0	0	0	2
Administrators (N=14)	58.3	25.0	16.7	0	0	2	16.7	8.3	41.7	25.0	8.3	2
Faculty (N=95)	51.3	38.2	10.5	0	0	19	14.1	32.4	29.6	9.9	14.1	24
Student Svcs. (N=20)	55.6	33.3	11.1	0	0	2	5.3	26.3	31.6	26.3	10.5	1

TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

4. Student Activities

a. Providing a variety of clubs and activities which help students to develop their special interests and to meet other students who share similar interests.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	32.9	27.6	28.0	9.5	2.1	57	27.4	29.6	28.7	9.1	5.2	70
Student Counselors (N=7)	42.9	42.9	14.3	0	0	0	42.9	57.1	0	0	0	0
Administrators (N=14)	15.4	15.4	69.2	0	0	1	14.3	21.4	50.0	14.3	0	0
Faculty (N=95)	17.2	46.0	31.0	3.4	2.3	8	21.8	41.4	26.4	9.2	1.1	8
Student Svcs. (N=20)	5.6	38.9	33.3	11.1	11.1	2	15.8	21.1	57.9	0	5.3	1

b. Providing opportunities for students to have their own self-government through elected representatives.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	32.8	27.3	26.9	9.2	3.8	62	33.3	29.8	23.2	9.2	3.9	72
Student Counselors (N=7)	57.1	28.6	0	0	14.3	0	14.3	28.6	28.6	28.6	0	0
Administrators (N=14)	33.3	25.0	41.7	0	0	2	28.6	35.7	35.7	0	0	0
Faculty (N=95)	29.9	41.4	20.7	4.6	3.4	8	46.0	32.2	14.9	4.6	2.3	8
Student Svcs. (N=20)	11.1	44.4	27.8	0	16.7	2	31.6	36.8	26.3	0	5.3	1

c. Helping students develop and enforce a student code of conduct governing the expected behavior of the student while on campus or at College-sponsored activities off-campus.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	20.2	27.3	33.9	7.4	11.2	58	15.7	29.6	38.4	12.5	3.7	84
Student Counselors (N=7)	28.6	42.9	28.6	0	0	0	0	42.9	57.1	0	0	0
Administrators (N=14)	30.8	30.8	30.8	7.7	0	1	14.3	28.6	35.7	14.3	7.1	0
Faculty (N=95)	24.1	48.2	19.3	6.0	2.4	12	18.5	29.6	30.9	13.6	7.4	14
Student Svcs. (N=20)	5.9	29.4	41.2	11.8	11.8	3	16.7	16.7	55.6	0	11.1	2

d. Providing opportunities for students to become involved in and concerned with current problems in our society through guest lecturers, panel discussions, and participation in community affairs.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	30.5	37.0	22.8	6.9	2.8	54	17.0	26.5	35.7	15.2	5.7	70
Student Counselors (N=7)	28.6	57.1	14.3	0	0	0	0	28.6	42.9	28.6	0	0
Administrators (N=14)	30.8	38.5	30.8	0	0	1	0	21.4	42.9	21.4	14.3	0
Faculty (N=95)	28.7	40.2	27.6	3.4	0	8	10.5	18.6	36.0	24.4	10.5	9
Student Svcs. (N=20)	0	56.3	31.3	6.3	6.3	4	0	11.8	47.1	29.4	11.8	3

e. Providing opportunities for students to participate in a variety of social activities.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	20.7	37.4	30.5	7.7	3.7	54	15.2	34.3	35.2	9.1	6.1	70
Student Counselors (N=7)	28.6	57.1	0	14.3	0	0	28.6	28.6	28.6	0	14.3	0
Administrators (N=14)	7.7	23.1	69.2	0	0	1	0	14.3	50.0	28.6	7.1	0
Faculty (N=95)	17.4	33.7	40.7	7.0	1.2	9	10.6	29.4	41.2	14.1	4.7	10
Student Svcs. (N=20)	5.6	44.4	33.3	5.6	11.1	2	0	26.3	47.4	15.8	10.5	1

TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

Student Activities

f. Providing opportunities and facilities for students to participate in a variety of intramural sports.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	24.6	33.1	26.7	11.0	4.7	64	19.2	25.1	33.3	14.2	8.2	81
Student Counselors (N=7)	14.3	57.1	28.6	0	0	0	42.9	28.6	14.3	0	14.3	0
Administrators (N=14)	7.7	46.2	46.2	0	0	1	0	42.9	28.6	21.4	7.1	0
Faculty (N=95)	18.1	47.0	30.1	2.4	2.4	12	26.8	36.6	24.4	8.5	3.7	13
Student Svcs. (N=20)	5.6	55.6	27.8	5.6	5.6	2	10.5	31.6	42.1	10.5	5.3	1

g. Providing opportunities for student expression on issues they deem relevant through student publications, panel discussions, forums, etc.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	32.1	27.6	29.2	8.2	2.9	57	19.9	26.5	34.1	14.2	5.3	74
Student Counselors (N=7)	71.4	28.6	0	0	0	0	28.6	57.1	14.3	0	0	0
Administrators (N=14)	23.1	53.8	23.1	0	0	1	14.3	28.6	42.9	7.1	7.1	0
Faculty (N=95)	22.6	40.5	31.0	6.0	0	11	16.5	32.9	36.5	11.8	2.4	10
Student Svcs. (N=20)	17.6	58.8	23.5	0	0	3	16.7	44.4	27.8	5.6	5.6	2

h. Providing student leadership training opportunities.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	20.9	36.0	31.6	8.0	3.6	75	10.5	23.5	38.5	19.5	8.0	100
Student Counselors (N=7)	57.1	28.6	14.3	0	0	0	0	42.9	28.6	14.3	14.3	0
Administrators (N=14)	23.1	46.2	30.8	0	0	1	7.1	14.3	35.7	28.6	14.3	0
Faculty (N=95)	24.4	34.6	28.6	10.3	2.6	17	5.5	21.9	45.2	19.2	8.2	22
Student Svcs. (N=20)	27.8	27.8	33.3	5.6	5.6	2	5.3	36.8	42.1	5.3	10.5	1

Administrative Services

a. Requiring students to have a physical examination before admission to the College as a means of protecting the health of the students.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	37.6	22.4	18.3	11.4	10.3	37	39.6	31.0	17.6	7.1	4.7	45
Student Counselors (N=7)	71.4	14.3	14.3	0	0	0	83.3	16.7	0	0	0	1
Administrators (N=14)	53.8	7.7	23.1	15.4	0	1	33.3	8.3	25.0	25.0	8.3	2
Faculty (N=95)	31.1	31.1	27.0	5.4	5.4	21	31.7	36.7	25.0	5.0	1.7	35
Student Svcs. (N=20)	21.1	31.6	26.3	15.8	5.3	1	45.0	25.0	25.0	0	5.0	0

b. Assisting students who live off campus and away from home to find suitable living accommodations.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	40.0	26.5	23.7	6.0	3.7	85	10.2	17.6	43.3	15.5	13.4	113
Student Counselors (N=7)	42.9	42.9	14.3	0	0	0	0	28.6	14.3	42.9	14.3	0
Administrators (N=14)	15.4	30.8	30.8	23.1	0	1	7.7	30.8	30.8	23.1	7.7	1
Faculty (N=95)	20.3	24.3	35.1	12.2	8.1	21	0	15.6	42.2	25.0	17.2	31
Student Svcs. (N=20)	11.1	11.1	50.0	22.2	5.6	2	0	15.8	26.3	31.6	26.3	1

TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

5. Administrative Services

c. Maintaining contact with alumni of the College as a means of continuing evaluation of the College programs and in gaining additional financial support for College programs.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	20.0	28.4	33.5	11.2	7.0	85	14.9	24.9	39.8	13.8	6.6	119
Student Counselors (N=7)	40.0	40.0	20.0	0	0	2	0	20.0	60.0	20.0	0	2
Administrators (N=14)	27.3	36.4	36.4	0	0	3	0	27.3	18.2	45.5	9.1	3
Faculty (N=95)	32.1	43.6	17.9	3.8	2.6	17	6.1	16.7	47.0	22.7	7.6	29
Student Svcs. (N=20)	25.0	37.5	25.0	6.3	6.3	4	5.9	23.5	41.2	17.6	11.8	3

d. Providing food services for students and staff of the College.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	44.6	36.8	13.6	3.9	1.2	42	27.9	29.9	25.5	10.0	6.8	49
Student Counselors (N=7)	71.4	28.6	0	0	0	0	14.3	14.3	28.6	28.6	14.3	0
Administrators (N=14)	23.1	53.8	15.4	7.7	0	1	0	42.9	28.6	21.4	7.1	0
Faculty (N=95)	32.2	47.8	16.7	2.2	1.1	5	12.4	22.5	32.6	19.1	13.5	6
Student Svcs. (N=20)	22.2	38.9	33.3	5.6	0	2	5.0	45.0	40.0	10.0	0	0

e. Providing bookstore services for students and staff of the College.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	66.9	25.0	5.9	1.8	0.4	28	43.0	31.9	14.0	8.6	2.5	21
Student Counselors (N=7)	85.7	14.3	0	0	0	0	57.1	28.6	14.3	0	0	0
Administrators (N=14)	38.5	53.8	7.7	0	0	1	35.7	28.6	28.6	0	7.1	0
Faculty (N=95)	58.9	35.6	5.6	0	0	5	19.1	23.6	28.1	15.7	13.5	6
Student Svcs. (N=20)	23.5	47.1	23.5	0	5.9	3	11.1	33.3	33.3	22.2	0	2

f. Maintaining security of College buildings and grounds, especially parking lots.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	57.7	23.6	12.7	3.0	3.0	33	36.2	30.8	23.5	4.2	5.4	40
Student Counselors (N=7)	85.7	14.3	0	0	0	0	57.1	14.3	28.6	0	0	0
Administrators (N=14)	53.8	46.2	0	0	0	1	28.6	28.6	21.4	7.1	14.3	0
Faculty (N=95)	60.2	30.7	8.0	1.1	0	7	28.4	34.1	18.2	8.0	11.4	7
Student Svcs. (N=20)	52.6	15.8	21.1	10.5	0	1	25.0	25.0	25.0	20.0	5.0	0

g. Establishing and maintaining regulations pertaining to campus traffic and parking.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	33.6	29.4	21.8	9.5	5.7	38	37.0	30.4	22.6	5.8	4.3	43
Student Counselors (N=7)	57.1	0	14.3	28.6	0	0	28.6	28.6	28.6	14.3	0	0
Administrators (N=14)	28.6	50.0	21.4	0	0	0	14.3	50.0	14.3	14.3	7.1	0
Faculty (N=95)	20.7	39.1	36.8	2.3	1.1	8	28.7	37.9	27.6	3.4	2.3	8
Student Svcs. (N=20)	15.8	42.1	31.6	10.5	0	1	25.0	50.0	20.0	5.0	0	0

TABLE 24 (cont.)
PERCENT RATINGS OF IMPORTANCE AND PERFORMANCE, SECTION A

5. Administrative Services

h. Maintaining a liaison with high schools and senior colleges so that the student avoids unnecessary duplication of high school studies and is suitably prepared if he plans to transfer to a senior college.

Group	Importance					Blank (N)	Performance					Blank (N)
	Very 5	4	3	2	Not 1		Excellent 5	4	3	2	Poor 1	
Students (N=300)	59.9	28.3	8.9	1.3	1.7	63	22.9	33.9	26.4	9.3	7.5	73
Student Counselors (N=7)	100.0	0	0	0	0	0	0	71.4	0	28.6	0	0
Administrators (N=14)	64.3	28.6	7.1	0	0	0	7.1	42.9	28.6	14.3	7.1	0
Faculty (N=95)	55.6	33.3	8.6	1.2	1.2	14	10.1	27.8	48.1	8.9	5.1	16
Student Svcs. (N=20)	57.9	31.6	10.5	0	0	1	30.0	45.0	15.0	10.0	0	0

TABLE 25
PERCENT OF RESPONDENTS WHO HAVE USED H.A.C.C. SERVICES

	<u>Students</u>	<u>Student Counselors</u>
<u>Admissions, Registration & Records</u>		
Admissions information	89.1	100.0
Appraisal of previous record	49.8	42.9
Registration	94.1	100.0
Academic regulations	82.0	85.7
Academic records	55.1	50.0
<u>Guidance & Counseling</u>		
Standardized tests	32.6	42.9
Faculty advisors	72.2	100.0
Scheduling classes	52.0	100.0
Professional counselors	32.6	85.7
Career-opportunity information	52.1	71.4
New student orientation	43.6	85.7
Self-development experiences	33.5	71.4
Transfer information	42.9	71.4
Career information	46.8	57.1
Basic skills tests	18.6	14.3
Upgrading basic skills	21.2	28.6
<u>Job Placement & Financial Aid</u>		
Financial aid	36.8	85.7
Part-time job	16.7	57.1
Veterans & social security benefits	15.6	42.9
Job placement--career graduates	10.4	0
<u>Student Activities</u>		
Clubs and activities	29.7	85.7
Student government	16.5	57.1
Student code of conduct	16.5	71.4
Issues & community participation	23.8	57.1
Social activities	28.9	100.0
Intramural sports	17.7	42.9
Student expression	19.8	71.4
Leadership training	12.3	28.6
<u>Administrative Services</u>		
Physical examination	78.0	85.7
Off-campus housing	10.6	14.3
Alumni contact	10.6	0
Food services	75.3	85.7
Bookstore	96.0	85.7
Campus security	74.6	85.7
Traffic and parking	81.4	71.4
Contact with high schools & colleges	54.4	71.4

TABLE 26
PERCENT FEELING A NEED FOR A FULL-TIME
PSYCHOLOGIST

	Yes (%)	Blank (N)
Students	65.8	34
Student Counselors	71.4	0
Administrators	41.7	2
Faculty	60.5	19
Student Svcs. staff	22.2	2

TABLE 27
AWARENESS OF STUDENT COUNSELORS

	Yes (%)	Blank (N)
Students	65.9	24
Student Counselors	100.0	0

TABLE 28
 RATING OF CONCERNS TO BE HANDLED BY STUDENT COUNSELORS

	Students (N=300)		Student Counselors (N=7)	
	Yes (%)	Blank (N)	Yes (%)	Blank (N)
Drugs	36.9	59	100.0	1
Pregnancy-Abortion	27.8	70	100.0	1
Understanding College rules	79.7	49	100.0	1
Learning how to study	75.4	48	66.7	1
Family problems	31.3	54	100.0	1
Information about two-year programs	79.8	42	100.0	1
Health problems	29.7	61	66.7	1
Male-female relationships	26.2	60	100.0	1
Understanding strengths and weaknesses	56.5	61	100.0	1

TABLE 29
PERCENT RATING OF HELPFULNESS AND GENERAL OPINION ABOUT STUDENT COUNSELORS

	Helpfulness					Blank & N/A (N)
	Very <u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	Not <u>1</u>	
Students (N=300)	27.7	21.3	17.0	19.1	14.9	253
Stu. Counselors (N=7)	33.3	66.7	0	0	0	4

	Opinion					Blank (N)
	Excellent <u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	Poor <u>1</u>	
Students (N=300)	14.6	26.5	37.7	12.6	8.6	149
Stu. Counselors (N=7)	20.0	80.0	0	0	0	2

TABLE 30
RATINGS OF STUDENT COUNSELOR FUNCTION BY STUDENT SERVICES STAFF
(N=20)

	Amount of Help								
	Needed by Students			Expected from Student Counselors			Given by Student Counselors		
	Much (%)	Some (%)	Blank (N)	Much (%)	Some (%)	Blank (N)	Much (%)	Some (%)	Blank (N)
Drugs	6.3	87.5	4	13.3	73.3	5	0	69.2	7
Pregnancy-Abortion	6.3	75.0	4	13.3	80.0	5	0	69.2	7
Understanding College rules	37.5	56.3	4	33.3	46.7	5	23.1	53.8	7
Learning how to study	60.0	40.0	5	20.0	66.7	5	15.4	61.5	7
Family problems	26.7	73.3	5	0	66.7	5	7.7	61.5	7
Information about two-year programs	40.0	60.0	5	13.3	60.0	5	15.4	46.2	7
Health problems	7.1	71.4	6	0	71.4	6	8.3	50.0	8
Male-female relationships	21.4	57.1	6	13.3	66.7	5	7.7	76.9	7
Understanding strengths & weaknesses	92.9	7.1	6	13.3	40.0	5	8.3	58.3	8
Information on tutorial services	18.8	81.3	4	33.3	66.7	5	23.1	76.9	7
Developing self-awareness	43.8	50.0	4	0	53.3	5	15.4	46.2	7

TABLE 31
RATINGS OF COOPERATION WITH STUDENT COUNSELORS BY STUDENT SERVICES STAFF
(N=20)

	Number of Times						Blank (N)
	None (%)	1 (%)	2-5 (%)	6-10 (%)	11-15 (%)	16 or more (%)	
Student counselor personally brought a student to you for help	53.3	0	26.7	20.0	0	0	5
Student sought your counsel because a student counselor had suggested he do so	46.2	7.7	15.4	30.8	0	0	7
Student counselor came to you to get answers to informational questions	53.3	0	26.7	6.7	0	13.3	5
Student counselor came to you for advice in assisting one of his counselees	64.3	0	7.1	28.6	0	0	6

TABLE 32
PERCENT RATING OF OWN KNOWLEDGE AND ACTUAL NEED FOR KNOWLEDGE

	How knowledgeable are you?							How knowledgeable do you need to be?						
	Administration (N=14)				Faculty (N=95)			Administration (N=14)				Faculty (N=95)		
	Very 5	4	3	2	Not at all 1	Blank (N)		Very 5	4	3	2	Not at all 1	Blank (N)	
Curricula within your division	63.6	18.2	18.2	0	0	3		51.1	38.3	8.5	2.1	0	1	
Curricula outside your division	9.1	18.2	72.7	0	0	3		4.3	21.3	50.0	23.4	1.1	1	
Job opportunities in your academic area	36.4	45.5	18.2	0	0	3		37.6	26.9	28.0	5.4	2.2	2	
The student personnel services at H.A.C.C.	41.7	25.0	16.7	16.7	0	2		11.0	33.0	31.9	22.0	2.2	4	

	How knowledgeable do you need to be?							How knowledgeable are you?						
	Administration (N=14)				Faculty (N=95)			Administration (N=14)				Faculty (N=95)		
	Very 5	4	3	2	Not at all 1	Blank (N)		Very 5	4	3	2	Not at all 1	Blank (N)	
Curricula within your division	81.8	18.2	0	0	0	3		62.2	30.0	5.6	1.1	1.1	5	
Curricula outside your division	27.3	27.3	45.5	0	0	3		14.8	45.5	31.8	6.8	1.1	7	
Job opportunities in your academic area	81.8	18.2	0	0	0	3		48.9	30.7	17.0	1.1	2.3	7	
The student personnel services at H.A.C.C.	50.0	41.7	8.3	0	0	2		31.8	44.3	19.3	2.3	2.3	7	

67.

TABLE 33
PERCENT RATING OF OWN ABILITY TO COUNSEL

	Feeling of competence											
	Administration (N=14)						Faculty (N=95)					
	Cmptnt <u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	Not Cmptnt <u>1</u>	Blank (N)	Cmptnt <u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	Not Cmptnt <u>1</u>	Blank (N)
Academic advising for transfer students	38.5	38.5	23.1	0	0	1	16.3	43.5	25.0	10.9	4.3	3
Academic advising for career students	23.1	38.5	30.8	7.7	0	1	20.0	30.0	22.2	21.1	6.7	5
Vocational counseling	16.7	25.0	25.0	25.0	8.3	2	17.8	6.7	35.6	22.2	17.8	5
Placement counseling	0	41.7	25.0	25.0	8.3	2	13.6	18.2	14.8	26.1	27.3	7
Personal counseling	23.1	23.1	30.8	15.4	7.7	1	20.0	35.6	24.4	11.1	8.9	5

	Feeling about task											
	Administration (N=14)						Faculty (N=95)					
	Enjoy <u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	Annoy <u>1</u>	Blank (N)	Enjoy <u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	Annoy <u>1</u>	Blank (N)
Academic advising for transfer students	38.5	53.8	7.7	0	0	1	34.1	36.4	20.5	1.1	8.0	7
Academic advising for career students	46.2	38.5	15.4	0	0	1	29.8	27.4	28.6	6.0	8.3	11
Vocational counseling	41.7	8.3	41.7	0	8.3	2	18.3	20.7	34.1	15.9	11.0	13
Placement counseling	16.7	33.3	25.0	16.7	8.3	2	20.0	11.2	31.3	18.8	18.8	15
Personal counseling	38.5	15.4	15.4	23.1	7.7	1	28.2	28.2	27.1	8.2	8.2	10

68.

TABLE 34
RATING OF FACULTY ADVISORY FUNCTIONS

	Administration (N=14)		Faculty (N=95)	
	Yes (%)	Blank (N)	Yes (%)	Blank (N)
Should faculty member act as a formal academic advisor	100.0	0	84.6	4
Should academic advising function be by members of the student personnel staff rather than by faculty members	0	2	16.7	11

TABLE 35
PERCENT AGREEING WITH FACULTY ADVISEMENT PROPOSALS

	Administration (N=14)		Faculty (N=95)		Stu. Svcs. Staff (N=20)	
	Yes (%)	Blank (N)	Yes (%)	Blank (N)	Yes (%)	Blank (N)
Advocate initiating a cross-divisional advising system which would include a team approach to faculty advising	46.2	1	39.0	13	47.4	1
Advocate the evaluating and rewarding of advisor effectiveness	85.7	0	43.9	13	70.6	3

69.

TABLE 36
PERCENT RATING OF COMPETENCE OF FACULTY ADVISORS

	Students (N=300)						Student Counselors (N=7)					
	Cmptnt 5	4	3	2	Not Cmptnt 1	Blank & N/A (N)	Cmptnt 5	4	3	2	Not Cmptnt 1	Blank & N/A (N)
Academic advising for transfer students	36.5	29.5	18.5	9.5	6.0	100	83.3	16.7	0	0	0	1
Academic advising for career students	34.0	29.8	21.5	9.9	4.7	109	40.0	20.0	20.0	0	20.0	2
Vocational counseling	28.4	22.4	24.6	17.5	7.1	117	40.0	40.0	0	0	20.0	2
Placement counseling	25.6	16.3	25.6	19.4	13.2	171	50.0	0	50.0	0	0	5
Personal counseling	21.3	18.4	28.4	16.3	15.6	159	100.0	0	0	0	0	4

Note: Some students saw staff members other than faculty advisor, as noted below. Ratings were given of the person they saw.

4 students saw the developmental counselor
11 students saw the evening students counselor
21 students and 2 student counselors saw the divisional counselor
10 students did not indicate to whom they spoke

TABLE 37
RATING OF EFFECTIVENESS OF COUNSELING STRUCTURES

	Divisional arrangement			Administration (N=14) Central office arrangement			Small centers in major buildings		
	Effectiveness Extrm (%)	Very (%)	Blank (N)	Effectiveness Extrm (%)	Very (%)	Blank (N)	Effectiveness Extrm (%)	Very (%)	Blank (N)
Ability to work with students	61.5	30.8	1	7.7	38.5	1	7.7	53.8	1
Lack of confusion in seeing students	53.8	38.5	1	7.7	23.1	1	7.7	46.2	1
Academic counseling	69.2	23.1	1	7.7	38.5	1	7.7	46.2	1
Vocational counseling	58.3	25.0	2	8.3	33.3	2	8.3	58.3	2
Job placement service	16.7	16.7	2	45.5	18.2	3	0	54.5	3
Personal adjustment counseling	36.4	45.5	3	36.4	45.5	3	0	72.7	3
Students' willingness to come in	50.0	41.7	2	16.7	41.7	2	9.1	63.6	3
On-campus job interview	18.2	36.4	3	45.5	45.5	3	9.1	54.5	3
Communication between faculty and counselors	81.8	9.1	3	9.1	27.3	3	0	72.7	3
Which arrangement would you prefer	80.0	20.0	4	10.0	30.0	4	10.0	50.0	4
Which arrangement do you think students would prefer	88.9	0	5	0	22.2	5	0	66.7	5

Ratings: 3 = extremely effective; 2 = very effective; 1 = effective. (Rating of 1 not included in this table.)

TABLE 37 (cont.)
RATING OF EFFECTIVENESS OF COUNSELING STRUCTURES

	Divisional arrangement			Faculty (N=95) Central office arrangement			Small centers in major buildings		
	Effectiveness Extrm (%)	Very (%)	Blank (N)	Effectiveness Extrm (%)	Very (%)	Blank (N)	Effectiveness Extrm (%)	Very (%)	Blank (N)
Ability to work with students	61.0	33.8	18	17.5	30.2	32	23.7	33.9	36
Lack of confusion in seeing students	52.7	35.1	21	14.5	48.4	33	15.8	49.1	38
Academic counseling	73.0	18.9	21	16.1	30.6	35	17.9	46.4	39
Vocational counseling	50.0	30.3	29	35.6	33.9	36	24.5	45.3	42
Job placement service	20.3	37.5	31	52.4	28.6	32	20.0	34.5	40
Personal adjustment counseling	33.8	46.2	30	18.0	45.9	34	17.0	50.9	42
Students' willingness to come in	57.6	24.2	29	13.8	27.6	37	17.3	50.0	43
On-campus job interview	20.3	30.5	36	43.1	31.4	44	27.7	38.3	48
Communication between faculty and counselors	69.9	17.8	22	41.3	19.6	39	9.8	37.3	44
Which arrangement would you prefer	82.5	12.7	32	22.6	26.4	42	14.3	38.8	46
Which arrangement do you think students would prefer	78.9	19.3	38	8.3	39.6	47	19.6	39.1	49

Ratings: 3 = extremely effective; 2 = very effective; 1 = effective. (Rating of 1 not included in this table.)

TABLE 37 (cont.)
RATING OF EFFECTIVENESS OF COUNSELING STRUCTURES

	Divisional arrangement			Student Services Staff (N=20) Central office arrangement			Small centers in major buildings		
	Effectiveness Extrm (%)	Very (%)	Blank (N)	Effectiveness Extrm (%)	Very (%)	Blank (N)	Effectiveness Extrm (%)	Very (%)	Blank (N)
Ability to work with students	55.6	33.3	2	27.8	72.2	2	28.6	42.9	6
Lack of confusion in seeing students	47.1	41.2	3	25.0	68.8	4	23.1	46.2	7
Academic counseling	73.7	10.5	1	37.5	50.0	4	33.3	16.7	8
Vocational counseling	47.4	21.1	1	37.5	31.3	4	16.7	41.7	8
Job placement service	16.7	33.3	2	26.7	46.7	4	27.3	27.3	9
Personal adjustment counseling	26.3	47.4	1	73.3	26.7	5	27.3	27.3	9
Students' willingness to come in	68.4	15.8	1	6.3	81.3	4	25.0	33.3	8
On-campus job interview	0	18.8	4	40.0	20.0	5	27.3	9.1	9
Communication between faculty and counselors	61.1	27.8	2	6.7	13.3	5	18.2	36.4	9
Which arrangement would you prefer	50.0	35.7	6	37.5	43.8	4	46.2	23.1	7
Which arrangement do you think students would prefer	46.7	33.3	5	37.5	37.5	4	35.7	28.6	6

Ratings: 3 = extremely effective; 2 = very effective; 1 = effective. (Rating of 1 not included in this table.)

TABLE 38
RATINGS OF PREFERRED COUNSELING STRUCTURE

Academic Counseling												
Divisional			Central Office			Small Centers			Faculty Advisors			
Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	
Students (N=300)	41.8	25.5	159	21.6	25.2	161	28.9	33.3	165	75.4	19.9	129
Stu. Counselors (N=7)	66.7	16.7	1	50.0	16.7	1	25.0	50.0	3	75.0	25.0	3

Job Placement Information												
Divisional			Central Office			Small Centers			Faculty Advisors			
Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	
Students (N=300)	44.9	33.8	164	38.4	29.7	162	40.7	31.1	165	53.6	30.0	160
Stu. Counselors (N=7)	25.0	50.0	3	40.0	40.0	2	66.7	16.7	1	20.0	20.0	2

Vocational Counseling												
Divisional			Central Office			Small Centers			Faculty Advisors			
Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	
Students (N=300)	39.1	30.8	167	23.7	33.6	169	28.8	37.9	168	63.8	26.2	151
Stu. Counselors (N=7)	83.3	16.7	1	33.3	33.3	1	25.0	50.0	3	80.0	20.0	2

On-Campus Job Interview												
Divisional			Central Office			Small Centers			Faculty Advisors			
Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	
Students (N=300)	41.7	30.2	161	30.4	26.7	165	33.8	31.0	155	46.7	23.7	165
Stu. Counselors (N=7)	50.0	50.0	3	42.9	42.9	0	25.0	0	3	60.0	20.0	2

Personal Problems Counseling												
Divisional			Central Office			Small Centers			Faculty Advisors			
Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	Very Pfrd (Z)	Pfrd (Z)	Blank (N)	
Students (N=300)	25.8	18.9	168	14.2	15.0	173	35.7	27.3	157	59.6	17.9	144
Stu. Counselors (N=7)	50.0	0	3	83.3	16.7	1	50.0	0	1	50.0	0	3

Ratings: 3=very preferred; 2=preferred; 1=not preferred. (Rating of 1 not included in this table.)

TABLE 39
RATINGS OF WHETHER DECENTRALIZATION
OF COUNSELING STAFF IS EFFECTIVE

	Yes (%)	Blank (N)
Administration (N=14)	85.7	0
Faculty (N=95)	94.6	21
Student Svcs. staff (N=20)	76.5	3

TABLE 40
RATINGS OF IMPORTANCE OF TYPES OF COUNSELING
BY STUDENT SERVICES STAFF
(N=20)

	Academic/Career Importance			Academic/Transfer Importance		
	Extr (%)	Very (%)	Blank (N)	Extr (%)	Very (%)	Blank (N)
As defined by H.A.C.C.	83.3	11.1	2	83.3	11.1	2
As defined by the student services administration	94.4	5.6	2	83.3	16.7	2
As defined by the needs of the students you see	83.3	16.7	2	77.8	22.2	2
As defined by what you would like your role to be	87.5	6.3	4	68.8	31.3	4
	Vocational/Placement Importance			Personal Adjustment Importance		
	Extr (%)	Very (%)	Blank (N)	Extr (%)	Very (%)	Blank (N)
As defined by H.A.C.C.	23.5	35.3	3	17.6	29.4	2
As defined by the student services administration	55.6	27.8	2	50.0	27.8	2
As defined by the needs of the students you see	44.4	33.3	2	27.8	55.6	2
As defined by what you would like your role to be	62.5	6.3	4	43.8	37.5	4

Rating scale: 3 = extremely important; 2 = very important; 1 = important
(Rating of 1 not included on this table.)

TABLE 41
PERCENT RATINGS OF RELATED ADMINISTRATIVE FUNCTIONS BY STUDENT SERVICES STAFF
(N=20)

	Importance					Blank (N)
	Very <u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	Not <u>1</u>	
Encouraging staff participation in professional associations	17.6	35.3	35.3	5.9	5.9	3
Organizing a systematic program of in-service training for both professional and clerical staff	47.1	35.3	17.6	0	0	3
Conducting institutional research	18.8	50.0	31.3	0	0	4
Arranging for follow-up studies of former students	41.2	52.9	5.9	0	0	3
Providing administrative leadership to all facets of the student personnel program	46.7	33.3	20.0	0	0	5
Preparing organizational patterns and job descriptions	35.3	17.6	47.1	0	0	3
Identifying and interpreting staffing needs	50.0	37.5	12.5	0	0	4

	Performance					Blank (N)
	Excllnt <u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	Poor <u>1</u>	
Encouraging staff participation in professional associations	5.9	23.5	29.4	17.6	23.5	3
Organizing a systematic program of in-service training for both professional and clerical staff	0	11.8	47.1	17.6	23.5	3
Conducting institutional research	6.7	13.3	20.0	33.3	26.7	5
Arranging for follow-up studies of former students	0	12.5	18.8	37.5	31.3	4
Providing administrative leadership to all facets of the student personnel program	26.7	20.0	26.7	20.0	6.7	5
Preparing organizational patterns and job descriptions	0	29.4	47.1	17.6	5.9	3
Identifying and interpreting staffing needs	18.8	25.0	37.5	18.8	0	4

TABLE 42
PERCENT RATINGS OF FEELINGS ABOUT SEEKING COUNSELING AND CONFIDENTIALITY

	Degree of confidentiality					Blank & N/A (N)
	Strictly <u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	Not <u>1</u>	
Students (N=300)	51.6	35.1	9.6	2.7	1.1	112
Stu. Counselors (N=7)	83.3	16.7	0	0	0	1

	Seeking counsel showed					Blank & N/A (N)
	Strength <u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	Weakness <u>1</u>	
Students (N=300)	33.1	34.4	24.7	5.2	2.6	146
Stu. Counselors (N=7)	40.0	20.0	20.0	20.0	0	2

Note: This section was identical for all groups with one exception, the last two columns regarding "use" were not included on administrator, faculty & staff surveys.

HARRISBURG AREA COMMUNITY COLLEGE EVALUATION OF SELECTED STUDENT SERVICE FUNCTIONS

Section A. Based on your experiences and those of your friends, rate H.A.C.C. on its performance in achieving the functions and services which are described. Also, rate how important you think that function or service is. You are encouraged to make comments.

To answer, circle the number which you select on the scale provided. Try to rate each item; if you cannot rate an item, leave it blank. Also check whether or not you used a service.

Student Service Functions	Rate the Performance of H.A.C.C. on This Function.					How Important Is This Function?	How Important Is This Function?					I have not used this service — No		I have used this service — Yes	
	Excellent				Poor		Very				Not at All	Y	N		
ADMISSIONS, REGISTRATION, AND RECORDS															
a. Providing potential students with information about the College (courses, programs, expenses, regulations, activities, etc.)	5	4	3	2	1	5	4	3	2	1					
b. Appraising any previous educational record of the student to determine his probable success in various courses and curricula which might interest him	5	4	3	2	1	5	4	3	2	1					
c. Conducting registration for classes.	5	4	3	2	1	5	4	3	2	1					
d. Clarity of academic regulations (e.g. grading, withdrawal, attendance, etc.)	5	4	3	2	1	5	4	3	2	1					
e. Maintaining records of the academic progress of each student (grades), the activities of the student at the College, and some indication of his social development.	5	4	3	2	1	5	4	3	2	1					
Comments _____															

GUIDANCE AND COUNSELING	Rate the Performance of H.A.C.C. on This Function.					How Important Is This Function?	How Important Is This Function?					I have not used this service — No		I have used this service — Yes	
	Excellent				Poor		Very				Not at All	Y	N		
a. Interpreting standardized tests to incoming students as a means of helping them select courses and curricula in which they are most likely to succeed	5	4	3	2	1	5	4	3	2	1					
b. Providing faculty advisors to consult with students about their career plans, educational goals, and probable chances for achieving them.	5	4	3	2	1	5	4	3	2	1					
c. Scheduling advisees into classes and reviewing requirements to meet educational objectives.	5	4	3	2	1	5	4	3	2	1					
d. Providing professional counselors who are available to consult with students about their personal and social concerns.	5	4	3	2	1	5	4	3	2	1					
e. Providing information about career opportunities that are related to the various courses and curricula of the College.	5	4	3	2	1	5	4	3	2	1					
f. Providing an orientation program at the beginning of school to help new students "get the feel of things."	5	4	3	2	1	5	4	3	2	1					

		Rate the Performance of H.A.C.C. on This Function.					How Important Is This Function?					I have not used this service — No		I have used this service — Yes	
		Excellent					Very					Not at All			

4. STUDENT ACTIVITIES (Continued)	Rate the Performance of H.A.C.C. on This Function.					How Important Is This Function?										I have not used this service — No		I have used this service — Yes						
	Excellent					Poor					Very					Not at All								
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	Y	N	Y	N
c. Helping students develop and enforce a student code of conduct governing the expected behavior of the student while on campus or at College — sponsored activities off campus.	5	4	3	2	1						5	4	3	2	1						Y	N		
d. Providing opportunities for students to become involved in and concerned with current problems in our society through guest lecturers, panel discussions, and participation in community affairs.	5	4	3	2	1						5	4	3	2	1						Y	N		
e. Providing opportunities for students to participate in a variety of social activities.	5	4	3	2	1						5	4	3	2	1						Y	N		
f. Providing opportunities and facilities for students to participate in a variety of intramural sports.	5	4	3	2	1						5	4	3	2	1						Y	N		
g. Providing opportunities for student expression on issues they deem relevant through student publications, panel discussions, forums, etc.	5	4	3	2	1						5	4	3	2	1						Y	N		
h. Providing student leadership training opportunities.	5	4	3	2	1						5	4	3	2	1						Y	N		

Comments _____

5. ADMINISTRATIVE SERVICES	Rate the Performance of H.A.C.C. on This Function.					How Important Is This Function?																		
	Excellent					Poor					Very					Not at All								
	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	Y	N	Y	N
a. Requiring students to have a physical examination before admission to the College as a means of protecting the health of the students.	5	4	3	2	1						5	4	3	2	1						Y	N		
b. Assisting students who live off campus and away from home to find suitable living accommodations.	5	4	3	2	1						5	4	3	2	1						Y	N		
c. Maintaining contact with alumni of the College as a means of continuing evaluation of the College programs and in gaining additional financial support for College programs.	5	4	3	2	1						5	4	3	2	1						Y	N		
d. Providing food services for students and staff of the College.	5	4	3	2	1						5	4	3	2	1						Y	N		
e. Providing bookstore services for students and staff of the College.	5	4	3	2	1						5	4	3	2	1						Y	N		
f. Maintaining security of College buildings and grounds, including parking lots.	5	4	3	2	1						5	4	3	2	1						Y	N		
g. Establishing and maintaining regulations pertaining to campus traffic and parking.	5	4	3	2	1						5	4	3	2	1						Y	N		
h. Maintaining a liaison with high schools and senior colleges so that the student avoids unnecessary duplication of high school studies and is suitably prepared if he plans to transfer to a senior college.	5	4	3	2	1						5	4	3	2	1						Y	N		

Comments _____

(Continue on Reverse Side)

SECTION B FOR STUDENTS

1. Do you believe the College should have a full-time psychologist to assist with serious psychological problems? Check: Yes _____ or No _____.

Please comment on the need for a psychologist to handle such problems as personal adjustment and drug usage.

2. Please answer these questions in terms of your feelings about the personal counseling you received. Circle your answer.

- a. I felt the personal information disclosed to my counselor would be:

Strictly Confidential					Blabbed all over campus	Not Applicable
5	4	3	2	1	0	0

- b. I saw my coming for personal counseling as a sign of:

Strength and Adequacy					Weakness and Inadequacy	Not Applicable
5	4	3	2	1	0	0

3. Are you aware that there are students on campus who are under the direction of the professional staff and who act as "student counselors?" Check Yes _____ or No _____.

4. What kinds of problems would you be willing to bring to a "student counselor?" Check your response. (Fill in other areas in which you would be willing to be counseled.)

Concerns and Problems

RESPONSE

	Yes	No
a. Drugs	_____	_____
b. Pregnancy - Abortion	_____	_____
c. Understanding College rules	_____	_____
d. Learning how to study	_____	_____
e. Family problems	_____	_____
f. Information about 2-year programs	_____	_____
g. Health problems	_____	_____
h. Male - female relationships	_____	_____
i. Understanding strengths and weaknesses	_____	_____
j. Other: _____	_____	_____
k. Other: _____	_____	_____

5. If you have had contact with a "student counselor," rate how helpful he or she was (circle your answer).

Very helpful					No help at all	Not Applicable
5	4	3	2	1	0	0

Please comment on your experience with the Student Counselor.

6. What is your general opinion of the Student Counselor program? (Circle your answer.)

Excellent					Poor
5	4	3	2	1	

Please comment on your opinion:

7. Rate your *faculty advisor* on his or her ability to provide the following kinds of counseling.* Circle your answer.

Counseling Service

- Academic advising for transfer students (decision on major, course selection, transfer requirements)
- Academic advising for career students (decision on major, course selection, necessary job skills)
- Vocational counseling (information on long-range career plans)
- Placement counseling (helping students find full-time jobs)
- Personal counseling (understanding abilities and limitations, self-identity, family problems)

How competent was he at the task listed?					Not Applicable
Competent		Not Competent			
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0
5	4	3	2	1	0

*If you did not have a faculty advisor, check the title of the person you did see and rate that person instead.

- ☐ Developmental Counselor
☐ Evening Students' Counselor
☐ Divisional Counselor
☐ Other (specify): _____

8. Counseling and student services can be administered in many ways:

- Divisional Arrangement: Many problems can be handled through a single divisional counselor in one of the faculty office bays.
- Central Office Arrangement: Problems can be handled in a centralized area such as the second floor of the College Center.
- Small centers in major buildings. Another way of handling problems might be to have a single office bay in each building be a mini-counseling center.
- Faculty Advisor: A student may also visit his Faculty Advisor to handle a problem.

We would like to know *your preference* as to the way in which you would like to receive a specific service. Rate each delivery system below as 3 – very preferred, 2 – preferred, or 1 – not preferred.

Service

- Academic counseling (course selection)
- Job placement information
- Vocational counseling (planning a career)
- On-campus job interview
- "Personal problems" counseling

DELIVERY SYSTEM			
Divisional	Central Office	Small Centers	Faculty Advisors
3 2 1	3 2 1	3 2 1	3 2 1
3 2 1	3 2 1	3 2 1	3 2 1
3 2 1	3 2 1	3 2 1	3 2 1
3 2 1	3 2 1	3 2 1	3 2 1
3 2 1	3 2 1	3 2 1	3 2 1

Note: The following questions in Section B were asked of all staff groups (faculty, administrators, and student services staff).

- 1c. *Do you advocate "initiating a cross-divisional advising system;" which would include a "team approach to faculty advising?" Yes _____ No _____

Comments: _____

- d. *Do you advocate the "evaluation and rewarding of advisor effectiveness?" Yes _____ No _____

Comments: _____

*"c," and "d," refer to the current proposal on faculty advisement which is before Faculty Council.

5. Do you believe the College should have a full-time clinical or counseling psychologist to handle or refer personal adjustment problems? Yes _____ No _____

Comments: _____

6. Rate the effectiveness of the following structures in carrying out the tasks listed to the left.

3 = extremely effective; 2 = very effective; 1 = effective. (Circle your answers.)

Tasks	STRUCTURES								
	Divisional arrangement			Central Office arrangement			Small Centers in major buildings*		
a. Ability to see students	3	2	1	3	2	1	3	2	1
b. Lack of confusion in seeing students	3	2	1	3	2	1	3	2	1
c. Academic counseling	3	2	1	3	2	1	3	2	1
d. Vocational counseling	3	2	1	3	2	1	3	2	1
e. Job placement service	3	2	1	3	2	1	3	2	1
f. Personal counseling	3	2	1	3	2	1	3	2	1
g. Students' willingness to come in	3	2	1	3	2	1	3	2	1
h. On-campus job interview	3	2	1	3	2	1	3	2	1
i. Communication between faculty and counselors	3	2	1	3	2	1	3	2	1
j. Which arrangement would you prefer?	3	2	1	3	2	1	3	2	1
k. Which arrangement do you think students would prefer?	3	2	1	3	2	1	3	2	1

For items j and k, use the scale to note a preference:

3 = greatly preferred 2 = preferred and 1 = not preferred.

*relatively small centers in two or more major buildings, perhaps centralized in a single bay for each building.

7. Do you believe the decentralization of the counseling staff into the divisions is effective? Yes _____ No _____

Comments: _____

8. Respondent characteristics. Check as many categories as are appropriate.

Major Assignment

- A. Level
 _____ Administration
 _____ Faculty member
 _____ Staff

- C. Division (if applicable)
 _____ Business and Management Services
 _____ Communication and the Arts
 _____ Life Sciences
 _____ MAPSE
 _____ Social Science and Public Services
 _____ Instructional Resources
 _____ Public Safety

- B. Area
 _____ Instruction
 _____ Student Services
 _____ Administration
 _____ C. R. I.

Division Counselor should check both

- D. Emphasis of Types of Courses you Teach (if applicable)
 _____ Transfer
 _____ Career
 _____ Developmental

Note: Additional questions in Section B asked of faculty and administrators.

Section B for Faculty & Administrators

1. Faculty Advisory Role. (Check Yes or No.)

- a. Do you feel that the faculty member should act as a formal academic advisor? Yes ____ No ____

Comments: _____

- b. Do you feel that the academic advising function should be by members of the Student Personnel staff rather than by faculty members? Yes ____ No ____

Comments: _____

2. Rate yourself on your ability to provide the following services to students. (Circle your answer.)

	How competent do you feel with task?					To what degree do you favor doing this task yourself?				
	Competent					Enjoyable				
a. Academic advising for transfer students (decision on major, course selection, transfer requirements)	5	4	3	2	1	5	4	3	2	1
b. Academic advising for career students (decision on major, course selection, necessary job skills)	5	4	3	2	1	5	4	3	2	1
c. Vocational counseling (information on various career areas regardless of level of education)	5	4	3	2	1	5	4	3	2	1
d. Placement counseling (helping students to find jobs)	5	4	3	2	1	5	4	3	2	1
e. Personal counseling (understanding abilities and limitations, self-identity, family problems)	5	4	3	2	1	5	4	3	2	1

3. How might your role as Faculty Advisor be improved? _____

4. Rate yourself on knowledge of the following services and information, and you need to have this knowledge. (Circle your answer.)

	How knowledgeable are you?					How knowledgeable do you think you need to be?				
	Very					Not at all				
a. Knowledge of curricula within your division	5	4	3	2	1	5	4	3	2	1
b. Knowledge of curricula outside your division	5	4	3	2	1	5	4	3	2	1
c. Knowledge of job opportunities in your academic area	5	4	3	2	1	5	4	3	2	1
d. Knowledge of the Student Personnel Services at H.A.C.C.	5	4	3	2	1	5	4	3	2	1

Note: Additional questions in Section B asked of student services staff.

1. Rate the importance of the types of counseling listed within the following categories (a through d). 3 = extremely important; 2 = very important; 1 = important. (Circle your answer.)

Perceived Importance

- a. As defined by the Institution (H.A.C.C.)
 b. As defined by the Student Services administration.
 c. As defined by the needs of the students you see.
 d. As defined by what you would like your role to be.

TYPES OF COUNSELING			
Academic-Career	Academic-Transfer	Vocational-Placement	Personal Adjustment
3 2 1	3 2 1	3 2 1	3 2 1
3 2 1	3 2 1	3 2 1	3 2 1
3 2 1	3 2 1	3 2 1	3 2 1
3 2 1	3 2 1	3 2 1	3 2 1

2. Please comment on how the following administrative and staff roles could be improved by completing the following sentences.

- a. The Dean of Students should _____

 b. The Assoc. Dean of Students should _____

 c. The Director of Admissions should _____

3. What changes would you recommend in the following roles?

- a. Role of Divisional Counselor: _____

 b. Role of Financial Aid Officer _____

 c. Role of Placement/Career Counselor: _____

 d. Roles of Central Office staff: _____

 e. Roles of Admissions staff: _____

9. Additional administrative functions (as related to Student Personnel Services). Circle your answer.

- a. Encouraging staff participation in professional associations.
 b. Organizing a systematic program of in-service training for both professional and clerical staff.
 c. Conducting institutional research.
 d. Arranging for follow-up studies of former students.
 e. Providing administrative leadership to all facets of the Student Personnel program.
 f. Preparing organizational patterns and job descriptions.
 g. Identifying and interpreting staffing needs.

How Would You Rate the Performance of H.A.C.C. on this Function?					How Important Is This Function?				
Excellent				Poor	Very Important				Not Important
5	4	3	2	1	5	4	3	2	1
5	4	3	2	1	5	4	3	2	1
5	4	3	2	1	5	4	3	2	1
5	4	3	2	1	5	4	3	2	1
5	4	3	2	1	5	4	3	2	1
5	4	3	2	1	5	4	3	2	1
5	4	3	2	1	5	4	3	2	1

Comments: _____

10. As a member of the Student Services staff, we would like you to estimate the amount of help generally needed by students with problems and concerns which may be handled by Student Counselors. Also, estimate the amount of help Student Counselors can be expected to give and how much they actually gave during the past academic year. (Circle your answer.)

<i>Student Concerns and Problems</i>	Amount of help generally needed by students.			Amount of help Student Counselors can be expected to give.			Amount of help given by Student Counselors, 75-76 Academic Year.		
	Much	Some	None	Much	Some	None	Much	Some	None
a. Drugs	3	2	1	3	2	1	3	2	1
b. Pregnancy — Abortion	3	2	1	3	2	1	3	2	1
c. Understanding College rules	3	2	1	3	2	1	3	2	1
d. Learning how to study	3	2	1	3	2	1	3	2	1
e. Family problems	3	2	1	3	2	1	3	2	1
f. Information about 2-year programs	3	2	1	3	2	1	3	2	1
g. Health problems	3	2	1	3	2	1	3	2	1
h. Male — female relationships	3	2	1	3	2	1	3	2	1
i. Understanding strengths and weaknesses	3	2	1	3	2	1	3	2	1
j. Information on tutorial services	3	2	1	3	2	1	3	2	1
k. Developing self-awareness	3	2	1	3	2	1	3	2	1
l. Other: _____	3	2	1	3	2	1	3	2	1

11. Fill in number in the space provided. (Time period is 1975-76 academic year.)
- How many times did a Student Counselor personally bring a student to you for help? _____
 - How many times did a student seek your counsel because a Student Counselor had suggested he do so? _____
 - How many times did a Student Counselor come to you to get answers to informational questions (not related to a particular student)? _____
 - How many times did a Student Counselor come to you for advice in assisting one of his counselees? _____

12. What do you think the relationship between Student Counselor and Professional Counselor should be?

Did you find it so? _____

13. Please describe what you consider to be appropriate criteria for selection of Student Counselors.

14. What is your general opinion of the Student Counseling program, and do you think it should be a permanent part of the H.A.C.C. counseling program?

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LOS ANGELES

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